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AUTHOR Clis, Pat; And Others
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ABSTRACT

This instructional module on fashion merchandising is designed as a guide for secondary education teachers who are helping twelfth grade students develop occupational competency for entry-level positions in fashion-related jobs. An introductory section covers module goals, career opportunities and employment demands, administrative considerations, module format, maintaining a resource library, audio-visual materials, and teaching suggestions. The module is divided into four sections and each one includes general behavioral objectives followed by correlated performance objectives, topical content outline, and suggested learning activities. The four module sections and their subdivisions are as follows: (1) the nature of fashion (terminology, history and scope, influences on fashion interest and demand, creation of fashion, and the fashion-buying function), (2) fashion selling (types of retail establishments, store operation, and personal selling), (3) fashion promotion (planning promotions and store fashion coordination), and (4) career opportunities in fashion merchandising (positions in retail stores, positions in manufacturing, positions in ancillary services, and college fashion merchandising programs in New York State). The appendix includes a bibliography of textbooks, instructional materials, and periodicals; a list of major trade and trade service associations; the color wheel; information on manmade fibers; and a sample competency-based competitive event for students in apparel and accessories along with staff and judge's instruction sheets. (EM)

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FASHION MERCHANDISING MODULE

An Advanced-Level Option for
Distribution and Marketing

For The U.S.O.E. Occupational Cluster of
04.02 Apparel and Accessories Marketing

The University of The State of New York
The State Education Department
Bureau of Occupational Education Curriculum Development
Albany, New York 12234

1977

CE 016 103

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In April of 1976, a State curriculum advisory committee on Distribution and Marketing met in Albany. The members of the committee were selected to provide a broad geographic, educational, and professional representation.

From the General and Fashion Merchandising Industries:

- Steven Kashman, Divisional Group Manager, Abraham & Strauss, Brooklyn
- Marcia Lapham, Sibley's Department Stores, Rochester
- Howard Rome, Partner, Spector's Men's Clothing, Albany
- Donald Sabin, Personnel, Neisner Brothers, Rochester
- Loretta Stipe, Assistant Director, Product Development, McCall Pattern Company, New York City

From Secondary and Continuing Education:

- Peter Atchinson, Clinton County BOCES, Plattsburgh
- Harvey Bender, Northwest Tech, Ogdensburgh
- Professor Pat Clis, New York City Community College, Brooklyn
- Ross Dailey, Babylon Senior High School, West Babylon
- Irene Mittlemark, Nassau County BOCES, Westbury
- Virginia Norwick, Monroe BOCES #1, Fairport
- Alfred Sloan, Fashion Institute of Technology, New York City

From the New York State Education Department:

- John J. Brophy, Associate, Bureau of Distributive Education
- William C. Plimley, Associate, Bureau of Distributive Education
- Marian W. Potter, Associate, Bureau of Distributive Education
- Alvin E. Rubin, Associate, Bureau of Occupational Education Curriculum Development

Two modules, *Fashion Merchandising* and *General Merchandising*, were recommended for development by the above committee. These are part of a series of modules already available, in production, or planned for use of secondary school or continuing education students as advanced-level options in distributive education.

The content of this curriculum guide is designed to assist in the preparation of high school graduates for entry-level positions in fashion-related jobs. The content builds on a base of elementary understandings and permits the student to apply his or her knowledge and skills at each step of the educational process. Throughout the various units, provision is made for evaluating student progress toward specific performance goals.

The methods and materials suggested should enrich a course and help achieve a more effective presentation. The general objectives are stated in terms of activities that a student should be able to do as a result of the instruction. Instructional techniques are suggested as student activities which will reinforce the materials presented. The use of audio-visual aids will help clarify the presentation of materials. A list of suggested aids is given in the bibliography.

The instructor is urged to use the outline in relation to the student's development and background. There are numerous provisions for individual and small group instruction that can be improved upon with experience.

The Department is particularly indebted to Professor Pat Clis and Mrs. Irene Mittlemark, who wrote the draft of this module. John Brophy prepared the introductory chapters. Alvin Rubin managed this curriculum development project and prepared this module for publication.

The Department is interested in the effectiveness of this module and in the results of its implementation in the classroom. Comments, reactions, and suggestions for improvement will be welcomed by G. Earl Hay, Chief, Bureau of Occupational Education Curriculum Development. Questions and requests for assistance regarding content, instruction, and evaluation should be addressed to Marian W. Potter, Chief, Bureau of Distributive Education.

The Bureau of Occupational Education Curriculum Development

and

The Bureau of Distributive Education

Some of the photographs and drawings used in this publication were furnished through courtesy of Milady Publishing Company of New York City, and The Boston Store, Flah's, Montgomery Ward, and Nusbaum's of The Mohawk Mall in Schenectady.

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There are many interesting careers in fashion merchandising.

INTRODUCTION TO FASHION MERCHANDISING

Merchandising is defined as the planning and supervision involved in marketing the particular merchandise or services at the places, times, and prices, and in the quantities which will serve best to realize the marketing objectives of business. It is the marketing function and activity which influences the merchandise produced and offered for sale. *Fashion* is the prevailing style accepted and used by a given group at any place and time in the industry. *Fashion* signifies new trends in public acceptance.

Although fashion coordination also extends to home furnishings, this Fashion Merchandising module emphasizes the U.S. Office of Education classification 04.02, Apparel and Accessories, Marketing, described as follows:

> "Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail, wholesale, and manufacturing establishments primarily engaged in marketing clothing of all kinds, including related articles for personal wear and adornment."

This module is devoted to a broad, but specialized, segment of the marketing world with general goals as listed below:

- To prepare high school graduates and adults with entry-level skills for fashion-related jobs.
- To prepare students for post-secondary education.
- To develop positive work attitudes.
- To enable students to develop long-range career plans.
- To provide marketing teachers with a source of information for instructional programs related to the broad field of fashion.

CAREER OPPORTUNITIES AND EMPLOYMENT DEMANDS

The fashion industry comprises a complex of industries, with many not appearing to have fashion among their products. There are, therefore, diverse starting points for entry-level positions in sales or stock work. Other positions, such as an executive merchandising trainee, require post-secondary training as prerequisites for employment. Moreover, part-time employment in fashion-related jobs during the student's high school years is considered an asset in securing full-time employment. Club activities (Distributive Education Club of America) and the school store are also important training for the student interested in a fashion merchandising career. Career development in the field of Fashion Merchandising may be either vertical or horizontal within one organization or through related occupations in the total industry.

The module's career section lists many possibilities, but is incomplete since the field of retail department store merchandising alone is said to include 800 job titles and should be viewed with that in mind. Specific job titles and responsibilities may vary from one employer to another. Additional lists of career opportunities may be found in all high school texts used in Distributive Education and in the Dictionary of Occupational Titles.

Fashion Merchandising is a vital segment of the American economy, amounting to over $15 billion currently; and employment forecasts identify increased demands for personnel. High school graduates can be prepared for entry-level jobs in the fashion merchandising industries. Upward career mobility may be given momentum by offering adult training programs to current industry employees.

ADMINISTRATIVE CONSIDERATIONS

The Fashion Merchandising Module has been developed for utilization in the 12th grade competency cluster phase of the secondary Distributive Education program. Occupational competency in one or more of the 17 clusters identified in the 11th grade Distribution and Marketing syllabus is the goal of the 12th year modules.

This module is intended as an advanced option for Distributive Education students in the 12th grade and for other occupational education students when the module content is related to their career objective. It is anticipated that it will take an average of 20 weeks to cover all of the material presented in this module. For a 10-week unit, it is suggested that those parts of the content with performance objectives and suggested activities preceded by asterisks(*) be omitted. Since this module includes the basic merchandising principles, it may not be advisable to schedule a student for both general merchandising and fashion merchandising.

Scheduling may be for a single period during part or all of a semester for up to one-half unit of credit in a vocational or 3-unit sequence. Distribution and Marketing, and consequently Fashion Merchandising, are viewed as segments of a 3-part program which includes:

1. Subject materials with related basic skills and competencies.
2. Cooperative work-experience program.
3. DECA club activities.

This program outline is so designed that it would be adaptable to all areas of New York State and can be modified or expanded to meet local and individual student needs.

MODULE FORMAT

A new format of facing pages is used for this module. Horizontal correlation of performance objectives, content topics, and suggested activities should improve the reader's ability to see the relationship of these columns to each other.

The bibliography consists of a list of references that have been examined and/or utilized by the authors of this curriculum publication. Alternative resources have been shown in the suggested activities column.

MAINTAINING A RESOURCE LIBRARY

Since fashion is such a dynamic industry with ever-changing style trends and constant changes in business methods and equipment, new textiles and nontextiles, types of services, retail store designs and display materials, the teacher of fashion merchandising must constantly update resource materials. Reference copies of the latest text editions, major trade papers and magazines, and consumer fashion magazines are invaluable aids in keeping the course material up-to-date and are excellent sources of information for the student. A list of related trade papers and magazines is included in the Appendix.

AUDIO-VISUAL MATERIALS

Many excellent audio-visual aids are available from industry, trade associations and publishers, manufacturers, retailers, and various commercial firms. Several examples are shown:

"Introduction to Textiles" (SLIDE PROGRAM) "Textiles for Everyone"	American Textile Mfrs. Institute 1501 Johnston Bldg. Charlotte, North Carolina 28200
"Careers in The Fashion Industry" (filmstrips)	Butterick Publishing 161 Sixth Avenue New York, New York 10013
"From Fiber to Fabrics"	Encylopedia Britannical Education Corporation, 425 N. Michigan Avenue Chicago, Illinois 60611
"How to Run a Fashion Show Like A Pro" (slide program)	Fairchild Visuals Dept. VG 7 E. 12th Street New York, New York 10003
"The Garment Industry" (FILM)	National Broadcasting Company Public Relations Department 30 Rockefeller Plaza New York, New York
"A Career in Fashion Distribution" "A Career in Retail Buying"	J. C. Penney Co. Education Relations 1301 Avenue of the Americas New York, New York 10019

TEACHING SUGGESTIONS

The following points are offered as a means of improving instruction.

- Review each unit well in advance of the class and obtain the instructional materials needed for an effective presentation.

- Use a variety of learning experiences in order to challenge the different levels of student abilities.
- Take all opportunities to provide for individual or small group instruction.
- Keep the instruction flexible enough to permit each student to gain the skills and knowledges required to achieve his or her specific goals.
- Use instructional aids to clarify the presentations.
- Read trade magazines to keep up to date with new information and developments that are occurring in the field.

FASHION MERCHANDISING MODULE

I. THE NATURE OF FASHION

FASHION MERCHANDISING MODULE

I. THE NATURE OF FASHION

General Objectives To enable the student to:

- Know the fundamentals of fashion merchandising.
- Become familiar with the history and scope of fashion.
- Identify several career opportunities in the world of fashion.
- Identify the factors that influence fashion.
- Be familiar with aspects of fashion creation.
- Define the retail fashion-buying function to explain its relation to other buying activities.

Performance Objectives	Content
The student will be able to:	
. Define fashion merchandising.	A. The Terminology of Fashion
. List the 5 "Rights" in merchandising and explain their implications for fashion merchants.	1. The 5 Rights of Merchandising a. Right Fashion Merchandise b. Right Time c. Right Place d. Right Quantity e. Right Price
. Differentiate between: style and fashion; fashion and fad.	2. Fashion 3. High Fashion 4. Mass Fashion 5. Fashion Trend 6. Style 7. Classic 8. Fad or Craze
*. Write a brief resume of 5 historical periods, from early civilizations to the present, and show how they influenced fashion.	B. History and Scope of Fashion *1. Evolution of Fashion a. Ancient Civilizations b. Greece and Rome c. Medieval Period d. Renaissance e. The Age of Revolution f. The Industrial Revolution g. The Age of Science h. The Era of "Doing Your Own Thing"
. Explain 2 ways in which fashion influences society.	2. The Influence of Fashion on Society a. How People Live b. Type and Diversity of Activities c. Values of Each Social Class

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

A. Have selected students complete the following project:
   - Clip an ad out of a local newspaper concerning a new fashion item.
   - Visit the fashion department of the store.
   - Report on the sales activity; i.e., customers, volume of purchases, effectiveness of price.
   - Describe the extent to which buyer adhered to the 5 Rights.

B. Invite a local fashion merchandise manager or personnel director to talk to the class about careers. Then, interested students may evaluate their own qualifications and discuss how to develop additional necessary skills and knowledge.

   Pairs of students, with permission of the management, could survey customers who have just purchased clothing. These surveys can then be the basis for class discussion as to whether the customer's reasons show function or fashion as motives.

   Have the students develop a Career Manual as a term project. The manual would give experience in research, selection and organization of information for practical use on a specific career. A complete overview should include the qualifications for the career (personality and education); employment statistics, past, present and future; opportunities for advancement and on-the-job training; and job descriptions with techniques, practices, and pay scales. Interviews with persons now in the selected career would be helpful.

THE NATURE OF FASHION

Performance Objectives	Content
. Describe the importance of fashion in apparel and home furnishings.	3. The Role of Fashion a. Apparel and Accessories b. Home Furnishings
	C. Influences on Fashion Interest and Demand
. Describe 3 major environmental influences on fashion.	*1. Environmental Factors a. Economic Factors . Income . Population . Technological advances b. Sociological Factors . Leisure time . Status of minority groups . Status of women . Education . Social mobility . Physical factors c. Psychological Factors . Self-assurance . Reaction to convention . Curiosity . Boredom . Pride
. Explain the 5 phases of fashion's life cycle.	2. The Fashion Cycle a. Creation b. Acceptance as High Fashion c. Mass Acceptance d. Decline e. Obsolescence
*. List 2 types of markets and state the main contribution of each to fashion.	*3. Markets a. Foreign . Foreign centers - Paris - Rome - London - Spain - The Orient

*Delete if covering this module in 10 rather than 20 weeks.

Suggested Activities

C. Develop a questionnaire in class for the students to use in collecting data from their neighborhoods. Each student should distribute the questionnaire to families to complete. Then, collect and analyze this economic, sociological, psychological, and environmental data to determine respective influences upon fashion.

Fashion cycle may be prepared and presented to the class for:

- a fashion
- a fad
- a leisure suit
- a raincoat
- vests
- shoes

Interested students may prepare reports on how selected stores are influenced by foreign or American fashion designers and centers. Research may be done in periodicals like Women's Wear Daily, The New York Times, and visits to specialty shops.

Performance Objectives	Content
	. Foreign designers - Yves St. Laurent - Cardin - Valentino - Emilio Pucci - Hartnell - Molyneaux b. American . Fashion centers - New York City - Chicago - Dallas - California - Miami . American designers - Bill Blass - Trigere - Anne Klein - Geoffrey Beans
*. Name 2 types of producers and explain how they are classified.	*4. Producers a. Types of Producers . Manufacturers . Contractors b. Specialization by Product, Categories, Size Ranges c. Presentation of a Line
. Describe 2 ways in which the consumer influences fashion.	5. Consumers a. Fashion Leaders b. Acceptance of Mass Fashion . Utility vs. aesthetics
	D. Creation of Fashion 1. Components of Fashion Design
. List 5 qualities of a good design.	a. Qualities of a Good Design . Functional . Suitable . Simple . Interesting . Attractive . Imaginative

*Delete if covering this module in 10 rather than 20 weeks.

Suggested Activities

C. Invite a manufacturer's representative or a wholesaler to present his/her lines to the class. Students will have many questions about styles, materials, construction, etc.

Develop a rating sheet in class. Then have the students rate each other to determine the fashion leaders.

Some students may describe a social event attended or read about, identifying the fashion leaders, what they wore, and any apparent trends.

D. Refer to the Appendix for illustrative material on details of fashion such as illustrations of classic dress styles, uses of line, the color wheel, and a descriptive list of man-made fibers.

Several definitions are useful in the study of design:

- Design is the orderly arrangement of line, shapes, and colors, involving methods of selection and effective use.
- Structural design is the fundamental process which makes the shape and size of a fashion simple, well-proportioned, and suitable for the materials used and the potential wearer.
- Decorative design emphasizes or enriches structural design through the use of:
  - Decorative techniques such as draping, pleating, gathering, stitching, and smocking
  - Decorative materials such as lace, embroidery, applique, and beading.

THE NATURE OF FASHION

Performance Objectives	Content
. Define 3 principles of design.	b. Principles of Design . Balance . Emphasis . Proportion . Rhythm or movement . Unity or harmony
. Describe 3 elements of design.	c. Elements of Design . Line and perception . Form . Color, quality, harmony, and influence . Texture, pattern, and quality
. Give 3 ways proper use of lines in costume design can improve the appearance of the figure.	d. Uses of Line in Costume Design . Function of line - To define shape and silhouette - To define space divisions - To emphasize decorativeness . Effectiveness of line - To harmonize with figure - To emphasize figure assets - To lessen figure faults . Uses of straight lines - To express masculinity - To express simplicity - To express severity - To emphasize angularity - To counteract rotundity
. Name 3 kinds of lines used in costume design to make persons look slimmer.	. Uses of curved lines - To soften silhouette - To express femininity - To express youth - To add bulk . Uses of vertical lines - To lengthen figure - To slenderize . Uses of horizontal lines - To widen figure - To shorten height . Uses of diagonal lines - To lengthen figure - To slenderize . Uses of V-shaped lines - To slenderize - To emphasize areas

Suggested Activities

D. . Balance is the grouping of shapes and colors around a center to produce an effective arrangement.
   - Symetrical or formal balance arranges the sides of a garment identically opposite to each other.
   - Asymetrical or informal balance arranges the right and left sides of a garment not identical to each other.

   . Emphasis is the subordination of lesser effects to one center of interest.
   - The center of interest in clothing design is the face and the figure.
   - Fashion design is always used as background and does not eclipse its wearer.

   . Proportion is comparatively relating costume parts by use of space divisions of color and line.
   - A good design is not set up in equal proportions.
   - Standards of good proportion change with the fashions.

   . Rhythm or related movement draws the eye smoothly from one costume area to another by use of line, decoration, color, texture, etc.
   - Repetition of lines similar to the human figure produces a graceful effect.
   - Lines in opposition to the human figure accentuate defects.

   . Unity or harmony is the arrangement of costume elements to achieve a unified effect.
   - The "total look" is achieved by a harmonious relationship of the parts to the whole.
   - The "total look" includes coordinated styles and accessories.

Some students with artistic talent or with just the ability to sketch may create illustrations of the principles and elements of design. This may open new career possibilities to interested students.

THE NATURE OF FASHION

Performance Objectives	Content
*. Name 2 types of designers and list the responsibilities of each. . Describe 4 types of buying patterns.	*e. Designing Fashion . Couturier - The proprietor - The designer - The dressmaker . Stylist
	2. Uses of Color
. Name the 3 primary colors. . List the 3 secondary colors. . Give 5 tertiary color combinations.	a. Basic Principles of Color . Colors in the visible spectrum . Primary colors . Secondary colors . Tertiary colors . Complementary colors . Color intensity . Tints and shades . Neutral hues
. Name a warm color and a cool color. . Describe how color may be used to make a person look slimmer and taller.	b. Effects of Colors . The warm colors . The cool colors . Effects on the human figure
	c. How Color Trends Develop in Ready-To-Wear Fashions . Textile houses search for trends . Textile houses select a trend . Promotion of color trend
. Explain 2 ways new colors gain acceptance in the ready-to-wear or in the mass production market.	d. Color Trends in Mass Production . The nature of the mass market - Volume production - Volume sales - Domination by large retailers - Quick turnover
. Describe 2 ways color helps in the promotion of fashion merchandise.	. Influences of color - Provide exciting packaging - Color and synthetic fabrics - The youth market

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

D. Discuss the sole-proprietor couturier of an exclusive men's or women's fashion shop or boutique who may design or create the fabrics, the styles, and/or the garments, promote, and distribute the products. Compare the couturier with the stylist, who may work for a manufacturer, making adaptations of successful designs and not being involved in the production, distribution, or promotion of the product.

The colors or hues of the visible spectrum may be elicited from the students, who should recall the rainbow colors of red, orange, yellow, green, blue, and violet. The primary secondary and tertiary colors may be derived from the figure on page 90.

The art teacher may be willing to show the class how intensity of color depends upon how much gray is added, how colors are lightened by white to become tints, and how colors are darkened by black to become shades. It should be interesting to learn how the natural hues are created:

- White is the reflection of all rays in the color spectrum
- Black is caused by complete absorption of all light rays
- Gray is caused by imperfect absorption of light rays
- Beige is a mixture of white and a small amount of brown
- Breige is a mixture of beige and gray
- Taupe is a mixture of brown and gray

Selected students could exhibit clothing brought from home or from a cooperating fashion merchandiser to show the warm effect produced by red, orange, and yellow and the cool appearance from wearing green, blue, and violet. Other effects that may be demonstrated are:

- How a large figure looks heavier in a light or bright color and slimmer in a dark shade or black.
- That one continuous color from neck to hemline enlongates the figure.
- If the color of a shirt contrasts with the color of a skirt or pants, this makes the figure look shorter.

Have the students bring in examples of promotion of new colors in high-fashion magazines such as Vogue and Harper's Bazaar. Articles reporting new color trends should be available from The Sunday N.Y. Times and Women's Wear Daily.

The fashion coordinator or the purchasing agent for a local large department store should be invited to discuss with the class the nature of the mass market:

- How volume production became possible as the manufacturing technology developed.
- Similarly, how volume sales became possible as new sales and distribution techniques were developed.
- How the mass fashion market is dominated by large retailers, such as Sears and Roebuck, Montgomery Ward, Macy's, Gimbels, Abraham-Strauss, and J.C. Penny.
- That there is no time for reorders; because high fashion mass merchandise has a quick turnover and a comparatively short life.

Performance Objectives	Content
. Give 2 benefits of color coordination.	e. Color Coordination . To match accessories . To make shopping easier . To create the "total look"
. Explain 2 ways the fashion coordinator assists others in promoting color trends.	f. The Fashion Coordinator . Working with color - To assist buyers - To promote coordinated accessories - To coordinate merchandise displays
. List 5 sources which provide fashion merchandisers information on color trends.	. Sources of color trend information - Art exhibits - Movies and the theater - French and Italian fashion shows - U.S. and English designers - Leather and textile manufacturers - High-fashion magazines - The Silk Association, The Wool Bureau, and The Color Association - Color combinations worn by young persons
	3. Textiles
. Give 5 aesthetic or practical criteria for judging textiles.	a. Criteria for Judging Textiles . Aesthetic - Line - Color - Texture - Pattern . Practical - Durability - Suitability - Comfort
	b. Types of Yarn . Definitions - Yarn - Carding - Combing - Spinning - Single yarn - Single-ply yarn - Cord or cable yarn

Suggested Activities

D. Some students may write reports and some may make presentations on color trends in the mass fashion market. Some topics are:
- . The intense struggle of mass producers of high-fashion merchandise to stay on top of the latest color trends.
- . Colorful and exciting packaging.
- . New fabrics produced by improved technology.
  - - The clear, clean colors of synthetic fabrics
  - - Soil resistant fabrics
  - - Drip-dry and no-iron fabrics
- . The youth market and boutiques

Try to get the class invited to fashion shows featuring new colors and materials. Interesting discussions after the shows could be arranged with the buyers and fashion coordinators on how they cooperate to predict trends and selection of merchandise to feature in promotions. The students may take the opportunity to inquire about possible careers in the fashion industry.

Discuss why the knowledge of textiles is important in fashion merchandising.

Invite a local purchasing agent or manufacturer's representative of textiles or garments to tell the class what they look for in selecting textiles to use in making clothing.

In studying textiles, students should learn the definitions of several terms pertaining to yarns, fibers, and textile construction:
- . Yarn: a continuous strand of textile fibers, filaments, or other materials twisted together by spinning, to be used for knitting, weaving, or other forms of fabric manufacturing.
- . Carding: the process of untangling fibers and cleaning out impurities.
- . Combing: the process of straightening and/or aligning carded fibers.
- . Spinning: the final process in manufacturing yarn.
- . Single yarn: one strand of fiber.
- . Simple-ply yarn: two or more fiber strands twisted together.
- . Cord or cable yarn: two or more ply yarns twisted together.
- *. Specialty hair fibers: wool, alpaca, camel, cashmere, elams, guanaco, mohair, and vicuna.
- *. Fur fibers: Mink, muskrat, angora rabbit, etc.
- *. Man-made fibers: Acrylic, modacrylic, polyester, rayon, acetate, nylon, vinyl, rubber, spandex, metalic, glass, saran, etc.

*Visit a clothing factory to see how the garments are made. Students may report on the processes observed, the variety of jobs involved, and/or obtain swatches of materials used in the factory and identify the fibers, yarns, and weaves.

The American Textiles Manufacturers' Institute of Charlotte, N.C., publishes "Introduction to Textiles," which is a series of slides, swatches, and accompanying commentaries.

*Delete if covering in 10 rather than in 20 weeks.

THE NATURE OF FASHION

Performance Objectives	Content
. Name 5 types of yarn.	. Specific terms - Carded or combed cotton - Carded or combed wool - Worsted wool - Spun or reeled silk - Spun or filament synthetics - Looped, curled, or crimped textured yarn - Metalic, chenille, or boucle novelty yarn
*. List 3 kinds of vegetable fibers. *. Give the source of 3 animal fibers. *. Name 3 fibers derived from minerals.	*c. Types of Fibers . Natural - Cellulose (vegetable): Cotton, flax, hemp - Protein (animal): hair, fur, silk - Mineral: derived from coal, oil, asbestos - Natural rubber Man-made
	d. Textile Construction . Weaving terms - Warp - Woof - Selvage
. Name 5 woven fabrics.	. Types of woven fabrics - Plain - Jacquard - Satin - Pile - Twill - Double - Gauze
*. Give 2 advantages and 2 disadvantages of knitted fabrics.	*. Knits - Basic (plain, ribbed, fancy) - Qualities (porous, stretchable) - Advantages (elastic, warm) - Disadvantages (clings, tends to run)
*. Name 2 materials from which felt is made.	*. Felts - Fur felt - Wool felt - Cotton felt (shoddy)
*. List 3 types of embroidery.	*. Embroidery - Schiffle - Trapunto - Flocked - Smocking - Petit point

*Delete if covering this module in 10 rather than in 20 weeks.

Suggested Activities

D. Simple tests to identify natural and man-made fibers are provided in "Know Your Merchandise" by Wingate, Gillespie, and Addison and in "Textiles: Fiber and Fabric" by Corbman, both published by Gregg-Community College Division of McGraw-Hill.

Have the students write sales slogans for fashion merchandise made of fibers such as wool, cotton, or synthetics. For example "Keep comfortable in 100% cotton garments on the hottest days because cotton ---."

Some students may want to develop a merchandise information manual containing:
- A glossary of textile terms
- Swatches of different fibers, yarns, and fabrics
- Labels and trademarks
- Illustrations of designs and styles
- Articles and reports

Terms used in the construction or production of textiles may be studied depending upon the interest of the students, the knowledge of the teacher, and the time available. Several terms, by category, are:
- Weaving: the process of interlacing two sets of yarn or thread
- Warp: longitudinal yarns
- Woof: horizontal yarns
- Selvage: finished side edges created by the woof as it passes around the warp in going back and forth across the weave.
- Plain woven fabric created by regular interlacing of warp and woof: muslin, oxford cloth, basket weave, burlap
- Satin created by interweaving woof yarns under one and over from five to twelve: Sateen (cotton)
- Twill created by interweaving of woof yarn over one warp yarn, then under two warp yarns to produce a ribbed effect: serge, herringbone, gabardine
- Gauze, an open-mesh weave: marguisette, lens
- Jacquard, a patterned weave: brocade, birdseye
- Pile, woven with projecting loops, which may or may not be cut: velvet (cut), terry cloth (uncut)
- Double weave produced by using two sets of filling yarn: double cloth, backed cloth, double-faced cloth
- Knitting: the process of making cloth with one set of yarns instead of two, by catching one loop into another.
- Felting: the process of matting fibrous materials by means of heat, steam, or pressure.
- Embroidering: the addition of a threaded design to a fabric surface.
- Lacework: the creation of decorative fabric by knotting, tying, crocheting, or tatting one or more yarns.
- Laminating (or bonding): the creation of a stronger material by bonding together two or more fabrics (or a fabric and a film) by use of adhesives or heat.
- Blending: the creation of a new material by weaving together two or more types of yarn.

*Delete if covering this module in 10 rather than 20 weeks.

Performance Objectives	Content
*. Name 3 laces.	*. Laces - Cluny - Irish - Filet - Valenciennes
	*. Laminated (bonded)
*. Describe 2 kinds of blended yarns.	*. Blended yarns - Cotton and dacron - Wool and nylon - Wool and silk
*. Name 3 ways fabrics are dyed.	*e. Fabric Dyeing . Yarn dyed . Space dyed . Warp printed . Cross dyed . Piece dyed
*. Describe 1 manual and 1 machine method of printing cloth.	*f. Methods of Printing . Machine printing - Direct or roller - Screen process - Photographic - Duplex . Hand printing - Block - Batik - Stencil
*. Give 2 purposes for finishing fabrics.	*g. Fabric Finishes . Purposes - To improve appearance - To add special qualities - To increase durability
*. List 5 routine finishes.	. Routine finishes
*. Name 5 special finishes.	. Special finishes
*. Describe 5 functional finishes.	. Functional finishes
. List 5 standards used in the manufacture of fabrics.	h. Fabric Quality Controls . Manufacturing standards - Fiber strength - Cloth count - Cohesiveness - Weight - Uniformity - Finish - Elasticity - Thermal reactivity
. Name 2 Federal Acts which regulate the quality of fabrics produced.	. Government regulations - Wool Labeling Act - Textile Products Identification Act - Flammability Law

*Delete if covering this module in 10 rather than 20 weeks.

Suggested Activities

D.*If the class gets into methods of dyeing and printing fabrics, one picture is worth a thousand words, so take them to see these processes being used in the manufacturing plant. If such a plant is not available locally, invite experts in these fields to explain the processes or have interested students do research and report to the class. Some definitions are:

- Yarn-dyed: the yarn is dyed before the material is woven or knitted.
- Space-dyed: the yarn is dyed in single or multi-colored spaces along a given length in either repeat or random patterns.
- Warp print: warp yarns are design-printed before weaving.
- Cross-dyed: yarn or fabric dyed with different fibers present to create a variety of color effects.
- Piece-dyed: cloth dyed after weaving.
- Direct or roller printing: application of color design directly to cloth.
- Screen printing: application of color design through silk screen.
- Photographic printing: application of photographic design to cloth.
- Duplex printing: printing both sides of a fabric to imitate a woven design.

If all or part of the class is interested in learning about fabric finishing in more detail, the processes they can investigate are:
Routine finishes which include beetling, bleaching, brushing, calendering (pressing), fulling (wool), heat setting (thermoplastics), shearing, sizing, and tentering.
Special finishes, covering moire, embossed, glazed, raised, flocked, crinkled (plisse), stiffened, softened, and brightened.
Functional finishes, such as abrasion resistant, absorbent, slip resistant, antistatic, antiseptic, flame resistant, moth resistant, stain resistant, water repellant, waterproof, wrinkle resistant, sanforized, and permanent press.

*Delete if covering this module in 10 rather than 20 weeks.

Performance Objectives	Content
. Define nontextiles. . Describe the features, care and use of 5 different leather products.	4. Nontextiles a. Leather . Manufacturing processes . Care and use
. Name 5 kinds of furs commonly used in outerwear. . Describe how furs can be processed to change their appearance. . Explain how furs fit into the current fashion picture.	b. Fur . Manufacturing processes . Fashion interest . Types of fur currently used
. Define fine jewelry and costume jewelry.	c. Jewelry . Fine costume . Influence of fashion apparel
. Describe 3 types of buying patterns.	E. The Fashion-Buying Function 1. Kinds of Buying a. Direct by Department b. Storewide c. Central Purchasing Department for Chain Stores or Franchises
. Give 3 qualifications of a buyer.	2. Qualifications of a Buyer a. Education b. Experience c. Ability to Collect and Analyze Data and Solve Problems d. Ability to Make Decisions and Put Them Into Action e. Ability to Work With Individuals and Delegate Responsibility

Suggested Activities

D. Ask class to name as many other construction materials they can think of used in apparel and accessories that are not textiles.

Distribute leather scraps and have students identify the various finishes and suggest product uses for each.

Select students to do a sales demonstration of a leather product. Ask them to include sales information on finishing, construction, special features, care and use during the demonstration. Evaluate and discuss.

Invite a furrier to address the class to report on different kinds of furs available and different dying or finishing processes. Examples: fox, mink, muskrat, raccoon, rabbit, sable, lamb, chinchilla, monkey, lynx-dyed fox, natural ranch mink, tourmaline-dyed mink, beaver-dyed mouton, sheared lamb.

Cut out advertisements of furs and fur-trimmed products from magazines and newspapers. Have students identify the properties of each fur, the type of apparel, the relationship of the fashion to current apparel fashions and the probable sequence of construction.

Do the same for simulated furs and compare the selling points used for genuine furs and simulated furs.

Have a jeweler explain to class the difference between gemstone and precious metal jewelry as opposed to materials used in costume or fashion jewelry. Compare mass production methods vs. handcrafted and relate this to dollar value.

Discuss in class the influence of apparel on the production and sale of jewelry.

E. Student may complete the following project:
- Visit a department store, a specialty shop, a chain store and a discount store
- Interview a department manager or buyer of fashion apparel at each store
- Report on buying pattern found in each store and bases on which selections were made.

After hearing the presentation of a buyer, the students should provide the information which will enable the teacher to outline on the board the qualifications, responsibilities, and activities of a buyer.

THE NATURE OF FASHION

Performance Objectives	Content
. List 4 responsibilities of a buyer and indicate how they contribute to a profitable business.	3. Responsibilities of a Buyer a. Identify Consumer Demand b. Locate Resources c. Select and Purchase Merchandise d. Arrange for Promotion and Selling Merchandise
. Describe the 3 areas for which a buyer collects and analyzes data prior to going to the market to buy.	4. Information Needed for Buying a. Consumer . Age . Income . Life style b. Management . Sales . Inventory . Stock turnover . Expenses c. Competition . Identification of competition . Merchandising policies of competition
. List the 6 elements of a merchandise plan	5. Merchandise Planning *a. Preparing Merchandise Plan b. Elements of Merchandise Plan . Sales . Starting inventory . Markdowns . Purchases . Markups . Open-to-buy
. Identify a producer of fashion merchandise used by retailers and list 3 advantages of purchasing goods from him/her.	6. Selection of Resource a. Manufacturer . Fast delivery of fashion goods . Lower cost . Meets specifications of retailer . Fast adjustments or services
*. Give 5 selection factors in choosing a resource.	b. Resource Selection Criteria . Suitability of merchandise . Probability of merchandise . Promotional services

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

E. Some students may bring a new product to class, present the key characteristics, and outline the features which would lead a buyer to select it as a stock item.

Distribute a monthly operating statement which students can use to identify sources of information upon which management bases buying decisions.

For an item sold by two competing stores, students may compare the approach used by each to attract customers' attention and gain their interest in the product.

*The class may construct a merchandise plan for a 6-month period for a fashion department, using planned sales figures and other supporting information distributed by the teacher. Students should be prepared to justify the figures shown for each element of the plan.

Distribute a problem involving a department with a poor rate of stock turnover and an updated merchandise plan. Have students examine the problem, discuss steps buyer might take to improve the situation, and suggest a specific course of action.

*Have some students clip 3 manufacturers' advertisements from Women's Wear Daily, identify a service promoted in each, and explain how the service adds value to the product.

*Delete if covering this module in 10, rather than 20 weeks.

Performance Objectives	Content
	. Delivery reputation . Volume of production . Financial strength . Convenience of resource
. List 2 elements of a buying plan.	7. Ordering Merchandise *a. Preparing a Buying Plan . Merchandise classifications . Planned purchases
. In the merchandise selection process, identify 3 factors the buyer considers.	*b. Merchandise Selection Factors . Research and analysis of data . Fashion rightness, newness, and timing of merchandise. . Predicting or forecasting . Reanalysis
. Write 10 notations that should be entered on a purchase order. . Describe the instrument sent to a buyer of merchandise upon shipment of goods by the manufacturer.	c. Preparing a Purchase Order . Name and address of both buyer and seller . Department for which goods are purchased . Date of order . Quantity . Description of merchandise . Unit cost . Extension . Total cost of order . Credit terms . Discounts . Transportation information . Delivery date . Signatures d. Invoice
. List 3 factors that determine the price of merchandise. . Given cost, markup, and other supporting information for a blouse, the student will calculate price with 100 percent accuracy.	8. Pricing Fashion Merchandise a. Cost of Goods . Transportation costs . Discounts b. Retail Reductions . Markdowns . Employee discounts . Shrinkages c. Markup . Expenses . Profits

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

E. A local manufacturing firm may be willing to have the class come in for a tour. Selected students may ask what selling aids are suggested for the items manufactured.

The class may prepare buying plans for a sweater department on the basis of the following information which the teacher will distribute:

- 4 classifications of sweaters (cardigan, pullover, v-neck, and jewel-neck)
- planned purchases for a given period.

Some students may visit the coat department of a local store and report on the classifications of coats found in the department.

Other students may role play a buyer of men's shoes and present 5 selection factors used to purchase that item.

Give a problem to the class which specifies product to be purchased plus all essential information, so the students can prepare a purchase order and calculate the payment for the customer.

Distribute purchase orders with omissions for the students to fill in and calculate the total cost of the order.

Students could prepare invoices from completed purchase orders distributed by the teacher.

Performance Objectives	Content
. Explain 3 government regulations relating to the merchandising of apparel.	9. Government Regulations a. Labeling . Information found on labels . Care Labeling of Textile Wearing Apparel (1972) *b. Merchandise . Robinson-Patman Act (1936) . Flammable Fabrics Act (1954) . Textile Fibers Products Identification Act (1960)
. Name 2 laws providing consumer protection.	
. Give 3 benefits of point-of-sale recording.	10. Inventory Control a. Point-of-Sale Recording . Department number . Sales clerk identification . Amount of sale . Transaction count . Average sale b. Inventory Planning and Control . Planning inventory requirements . Identification of stock movements . Control of stock c. Use of Computers

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

E. Some students may interview members of their families to have them answer some questions about articles they had purchased, such as:

- Did the purchased item have a label?
- Did you read the label?
- What information appeared on the label?

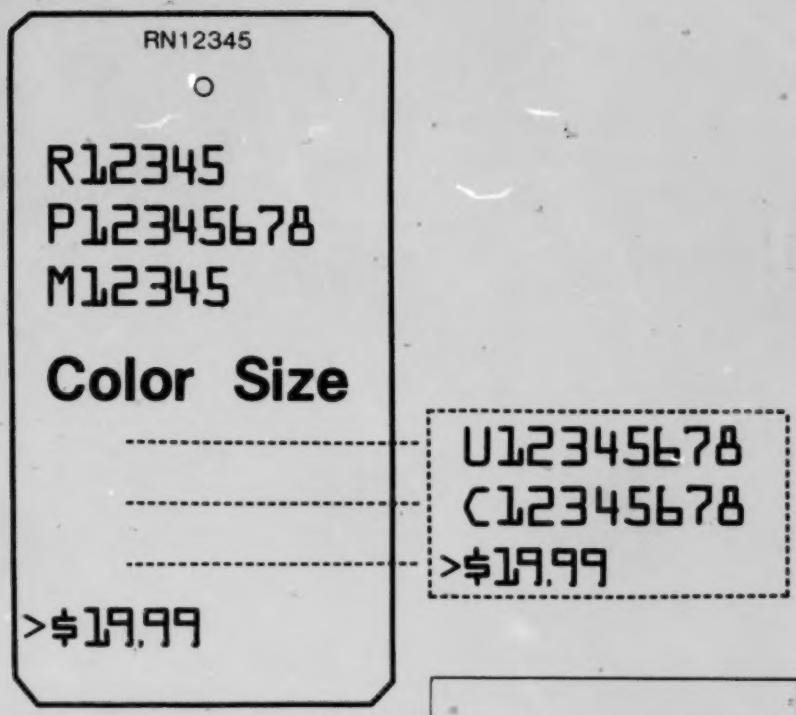
Then students can analyze findings, and report to class.

Selected students could visit stores which use computer-registers, interview department managers, and report on the visits. Their reports should include the following information:

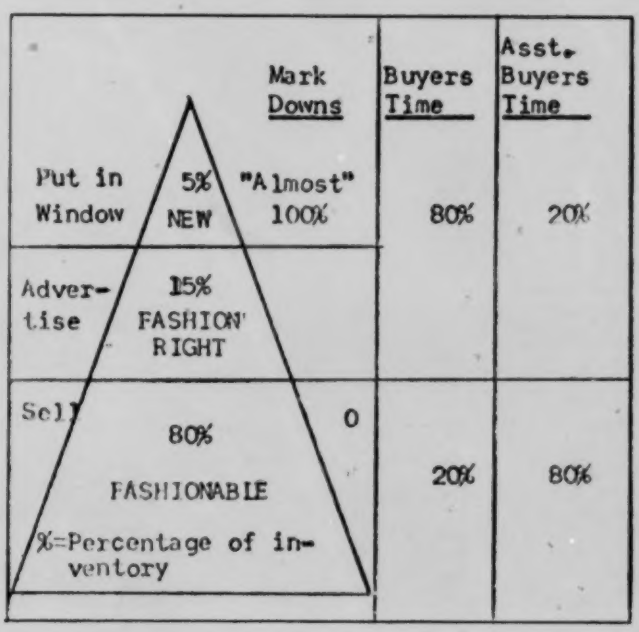
- How point-of-sale recording identifies customer preferences
- How point-of-sale recording assists in making merchandising decisions.

Fashion merchandising is increasing in mens' apparel and accessories.

3.



Sample ticket using OCR-A (Optical Character Recognition, font A). From top, Code R identifies merchandise class and season; P identifies vendor and style; M is color and size; U is a non-descriptive code; C identifies department, class and season.



II. FASHION SELLING

General Objectives:

. To give students sufficient knowledge and competencies for potential success in personal selling, fashion selling, fashion merchandising, retail store operation, and fashion distribution.

Performance Objectives	Content
The student will be able to:	
. Name 3 major types of retail businesses that sell fashion merchandise and state how each is organized for fashion distribution.	A. Types of Retail Establishments - Organization for Fashion Distribution 1. Department Stores 2. Specialty Stores 3. Chain Stores 4. Discount Stores 5. Variety Stores 6. Mail-Order 7. Small Independents and Boutiques
. Describe an organized and efficient receiving procedure. . Identify 3 documents or records used in receiving merchandise.	B. Store Operation 1. Readying Merchandise for Resale a. Receiving Merchandise . The steps in the process . Receiving records - Purchase order - Waybill - Invoice (packing slip) - Receiving record (apron)
. Name 2 different types of marking equipment used by stores and the kinds of tags and labels needed. . Describe 4 types of tags and labels used for different kinds of apparel and accessories.	b. Checking and Marking . Purchase orders vs. packing slip . Spot checking vs. full count . Marking codes . Marking equipment . Tags and labels

Suggested Activities

A. Have students list the names of 2 local retail stores for each of the 7 major types of retail establishments.

Using over-head transparencies, show some organization charts of department stores and chain store operations.

*Students could select a type of fashion business and the position or job they would prefer in that business and write a paper about the advantages of the position and the business.

B. Take the class to visit the receiving area of a department store. Have the students:

- Record the steps used by the store to process incoming merchandise.
- Describe how the purchase order is related to the waybill, the invoice, and the receiving record (apron).
- Interview three people who work in the receiving, checking and marking area of a store and describe the job of each one.

Discuss the reasons for, and importance of, each piece of information found on purchase orders, waybills, invoices and receiving records.

With the cooperation of the Receiving Clerk, have a student open a sealed carton of merchandise; blind check the shipment; fill out receiving record; check shipment against purchase order, packing slip, and invoice; and note any discrepancies in quality or quantity.

Show students different tags and labels. Have them identify the kinds of merchandise each is used for; and discuss why each type of label is appropriate for certain merchandise.

Discuss the different printed parts of labels and tags.

Illustrate various codes and have students make up simple original codes they might use for labels and tags.

*Delete if covering this module in 10, rather than 20 weeks.

FASHION SELLING

Performance Objectives	Content
*. Give 3 ways in which the printed information on tags and labels is related to merchandise control and/or store profit.	
. Explain the importance of both forward and reserve stock locations within the store.	c. Stocking . Equipment . Forward stock . Reserve stock
. Name 5 store services and explain their benefits to customer relations. . Explain why it is important for store personnel to be familiar with all store service policies.	2. Store Service Policies a. Credit b. Delivery c. Returns and Complaints d. Special Orders e. Alterations f. Gift Wrap
. Differentiate between 5 different methods of merchandise arrangements.	3. Departmentalization - Merchandise Arrangement and Classification a. By Size Groups . Misses . Women's . Junior's . Men's wear . Children's wear b. By Color c. By Types of Merchandise . Pants . Sweaters . Blouses . Belts d. By Price . Budget department . Better dresses . Better sportswear e. By End Use . Casual . Streetwear . Formal . Resort . Bridal

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

B.*Discuss how each piece of information is used for merchandise control.

Draw a floor plan for a fashion store including forward and reserve locations, receiving and marking area, etc.

*Construct a store layout to scale. Suggestions for students: Material for base may be heavy cardboard or plywood, approximate size 18" x 24." A proportionate scale should be used throughout with the approximate fixtures for sales and sales-supporting activities and administrative and business offices. Departments should also be identified and labeled, with consideration being given to innovative benefits and traffic flow.

Compare conveyors, hand trucks, rolling carts, and racks for efficiency, safety, and convenience in moving merchandise through the store.

*Follow a piece of merchandise from the time it is received by the store to when it is placed on the floor for sale.

Some student may enjoy writing and acting in customer-relation skits for each of the basic store service policies.

Have students who have jobs find out if there is a written service policy available at their training station. Ask them to bring one into class to discuss. Otherwise, obtain a written service policy from a large department store and distribute copies to class.

Have a merchandise manager or department manager explain to students the variety of methods of merchandise arrangement and why different methods are appropriate.

*Delete if covering this module in 10, rather than 20 weeks.

Performance Objectives	Content
	f. By Special Promotion . Clearance . Special purchases . Closeouts . Designer boutiques
. Take a physical stock count and record, extend, and total an inventory.	4. Stock Control a. Physical Inventory
. Identify 10 methods of security control used by stores in loss prevention. . Describe 3 ways stores prevent damage to merchandise.	b. Security Control By: . Supervision . Book inventory . Periodic stock counts . Sales checks . Tick stubs . Electronic surveilance (closed circuit TV) . Store detectives . Uniformed guards . Premium money to sales people . Nonremovable sensitized tags . Two-way and convex mirrors . Locked stockrooms . Employee entrance checks
	c. Caring for stock . Proper packaging . Careful handling . Proper storage . Proper hanging and folding of soft goods
	C. Personal Selling
. Describe how attitudes affect one's personality and how they relate to job success.	1. The Salespersons as a Fashion Consultant a. Attitude
. Explain how the "you" attitude helps to understand a customer. . Give 3 reasons why merchandise knowledge is important.	b. Understanding the Customer c. Fashion Merchandise
. Name the 5 steps in a sale and demonstrate each.	d. Selling Techniques . Approaching customers . Steps in a sale . Buying motives

Suggested Activities

B. Take a physical inventory of all merchandise in the school store or of supplies in your D.E. laboratory.

Divide the class into two groups. Have each group list as many ways they can think of to prevent merchandise loss. Set a time limit. The team with the most ideas wins the game.

Discuss how careful handling of stock extends the salability of an item.

Have working students describe their duties and responsibilities in caring for stock.

*Invite a "loss prevention" expert to your class to give a presentation.

*Design and execute an anti-shoplifting campaign in the community. Engage the help and support of local businesses, police, civic groups, etc.

C. Discuss a customer's opinion of a salesperson's complaining attitude and what affects attitude will have on the sales, the customer's goodwill, and the store.

Elicit from the students several attitudes that seriously affect one's business behavior.

Have someone list on the board the different reasons the class can think of, such as, providing information to customers on care and use, to use as selling points and customer benefits, to show the value of the product, and to explain the fashion rightness of the merchandise.

Review the AIDCA formula: Attention, Interest, Desire, Conviction, Action. Have students listen to selling skits and select the point at which each step occurs in the skit.

*Delete if covering this module in 10, rather than 20 weeks.

FASHION SELLING

Performance Objectives	Content
. Demonstrate 3 basic approaches used in retail selling.	
. List 5 common buying motives.	
. Explain how buying motives affect selling.	
*. Present an effective sales demonstration of a product.	
. Name the types of coordinate merchandise which might be suggested for 3 items.	e. Coordinating Merchandise for the Customer f. Suggestion Selling
. Name 5 pieces of information that might be found on merchandise labels and explain how this information aids the salesperson and the customer.	g. Merchandise Labels
. Explain how knowledge of the care and use of fashion merchandise increases salespersons' effectiveness.	h. Care and Use of Garments

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

C. Present short situations involving approaching a customer. Have students respond individually to the question. "What approach would you use?" Label the different responses as they occur, such as: merchandise opener, question opener, special interest opener, curiosity opener, service opener, etc.

Have each student name an article he or she would like to buy now, and give the reason for buying it. List the different motives on the chalkboard, such as: love, fear, security, variety, social approval, comfort, convenience. Then, have students suggest other articles they might buy for each motive listed. Discuss how finding the motive is the key to an effective sales demonstration.

*Have each student pick a product or piece of merchandise, and, using another student as a customer, give a complete sales demonstration. This should include: a good approach, demonstrating the features of the product by stressing customer benefits, overriding objections, closing the sale, writing the sales slip, and suggestion selling. Since they are reviewing knowledge acquired in Distribution and Marketing, set high standards of performance in evaluating the skits. Have other students give constructive criticism and suggestions for different methods of presenting the merchandise to gain customer interest, overriding objections, closing sales, and suggestion selling of additional or supplementary items.

Place a list of items on the board such as: basic skirt, blue jeans, dress pants, long dress, sports jacket, etc. Have students name the type of coordinate merchandise that would be appropriate for each.

Have students practice suggestion selling.

List various items with prices. Add a suggested accessory for each item. Have students discuss how practicing suggestion selling can increase a salesperson's value to the store and/or earn increased commissions.

Have each student bring in at least one merchandise label from a piece of clothing. List all the collective information found on labels such as: manufacturer's name, textile content of merchandise, fabric finish, care of garment, size, style number, price, manufacturer's warranties, etc. Discuss each type of information and its importance. What information is mandated by law? How does the fabric content and the finish affect the care and use of the garment? How important are brand names on fashion merchandise?

Have students compare the care and usefulness of different types of sweaters, jackets, or tops. Use items of the same kind from the school store or from the students' own clothing. Let students illustrate the versatility of a basic piece of merchandise, such as turtle-neck top, by combining it with different pants or skirts and different accessories such as scarves, necklaces, and pins.

Discuss the care necessary for different types of fabrics. Is it washable? Permanent press? Crease resistant? Water resistant? How does this affect how salespersons handle and display their merchandise?

*Delete if covering this module in 10, rather than 20 weeks.

FASHION SELLING

Performance Objectives	Content
. List 2 kinds of consumer warranties offered by manufacturers. . Name 2 kinds of consumer warranties offered by a store.	i. Consumer Warranties . By manufacturer . By seller
. Describe why familiarity with stock is essential for a good salesperson.	j. Familiarity with Stock
. Explain the influence of foreign fashion markets on the United States fashion industry.	k. Understanding Foreign Fashion Goods
*. Describe 2 similarities and 2 differences between American-made and foreign-made fashion merchandise.	
. Define 3 different kinds of store fashion promotions.	l. Store Fashion Promotions
. Differentiate between fashion displays and assortment displays.	m. Display as an Aid to Selling

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

C. Using merchandise labels and students' knowledge, list on the board different types of warranties offered by manufacturers such as: "guaranteed sanforized" or "pre-shrunk," "guaranteed water resistant," "guaranteed color fast," "money back guarantees." Have students who have retail sales jobs tell the class the different consumer warranties offered by their store such as: refunds, credit, exchanges, customer satisfaction, first quality merchandise only, name brands only, and free alterations.

Discuss the influence of the Paris couture houses on the high fashion industry. Why is London considered the world fashion center for junior and menswear apparel? For what fashion products is Italy best known? Spain? Discuss the influence of the Far East on fashion. Why are so many American-designed fashion products manufactured in the Far East?

*Compare two similar items, one made in the United States and one made in a foreign country for differences in labeling, construction, styling and overall quality. Discuss the importance of foreign fashion goods in the American consumer market.

Invite a buyer or merchandise manager to discuss different types of store promotions such as fashion shows, trunk shows, personal appearance of top designers, teen fashion boards, free sewing lessons, holiday promotions, bridal shows, fashion consulting services, cooperative store/manufacturer promotions, and explain the importance of promotions in educating the customer, the sales staff, building goodwill for the store, and selling merchandise.

Compare the display techniques of high fashion stores and discount stores. Which store is better able to sell merchandise? Which store uses more mannequins? More open counters? More formal display space? More display props? More point-of-purchase displays? How can the salesperson use displays to demonstrate merchandise, help customers, and increase sales?

*Take students on a field trip to a large shopping center. Have them rate displays on: the power to attract attention, arrangement, cleanliness, timeliness, selling power, lighting and technical excellence Duplicate the display rating sheets used by National DECA in display. judging.

Arrange counter, wall, and showcase displays in the school store. Discuss how displays help the salesperson to sell merchandise.

*Delete if covering this module in 10, rather than 20 weeks.

FASHION SELLING

Performance Objectives	Content
. Complete a sales slip, filling in all the necessary information, and computing the total, including tax.	2. Completing a Sale
. Ring up the sale on a cash register.	a. Writing Sales Slips
. Explain how computerized registers make the job of the salesperson easier and increase store efficiency.	b. Function of Computerized Registers
. Determine the customer's need by using one of the 4 basic methods.	3. Selling Women's Apparel
. Coordinate a wardrobe for all occassions for specific customer catagories.	a. Determining Customer's Needs b. Price Ranges c. Sizes d. Coordination e. Analyzing Figure Problems
. Explain how different cut, styles, details, colors, textures, and lines create different illusions and affect the appearance of a garment on the customer.	
. Compare the price ranges of men's apparel to women's apparel.	4. Selling Men's Apparel
. Describe how and why fit and alteration play an important part in the selling of menswear.	a. Determining Customers Need b. Price c. Fit and Alterations d. Fashion Merchandising e. Sizes
. List 5 fashion changes that have occurred in men's apparel in the past 10 years.	

Suggested Activities

C. Give students all the information necessary to fill out a sales slip. Tear out sheets from a sales book or duplicate a blank sales slip. Duplicate tax charts. Put sample lists of merchandise on the board. Have students complete the sales slip and ring up sale on school store sales register, if available.

Invite a salesperson from a large cash register company as a guest speaker to explain how the computerized registers work. Otherwise, send for brochures from a large company to hand out to students. Have students list all the functions performed by the equipment.

Have students practice selling to males with different needs by using the methods described in the "Selling Womens Apparel" section.

Using cut-outs from fashion magazines, have students put together a basic wardrobe for a teenager, a business man, and a career woman.

*Discuss the influence of ethnic background, career choice, age and sex, economic level, geographical location, city, suburban and rural communities, on choices of colors, shapes, and styles of clothing. Of what influence was "youth" on the total fashion picture and how does youth influence todays fashion merchandising?

*Show film, "The Garment Industry," David Brinkley - NBC. (obtained by contacting Public Relations/NBC.)

Have students analyze their own figure problems and how they can improve their looks by careful selection of clothes.

*Present case problems involving customer satisfaction. (Get from any text) Discussion should bring out ways to solve various customer's problems.

*Have class bring in advertisements of menswear. Discuss why men's fashion sportswear and dress wear is generally higher in price than women's wear. (fabrics, construction, expected length of use).

Examine the construction of a man's better suit. Compare it to the tailoring of a woman's suit. Note the detail and finishing stitches employed. Have male members of the class explain why fit is so important to a man. Why is an alterations department a must for better men's store or men's department? What should a salesperson know about fitting a man's jacket or pants?

Illustrate by film strips or drawings men's fashions of 10 years ago and men's fashions today. What important innovations have occurred in the industry in type and style of clothes? In color and fabric?

*Cut out all men's clothing ads in a large daily newspaper, such as the N.Y. Times. Compare these to ads in local newspapers and weekly shopping guides. Compare them to ads from newspapers in other parts of the country. How does this reflect geographic influence?

FASHION SELLING

Performance Objectives	Content
. Compare both male and female customary sizes and metric sizes.	5. Introduction of the Metric System
. List 5 items of intimate apparel and describe their relationship to the fashion picture.	6. Selling Apparel Accessories and Fashion Specialties a. Fashion in Intimate Apparel . Foundation garments . Lingerie . Loungewear
	b. Materials Used for Handbags . Leather . Plastic . Fabric . Other- metal, straw string, etc.
. Name the 3 most common materials used in manufacturing handbags.	c. Style Trends in Footwear . Shoes . Hosiery
. Describe how the demand for belts, gloves, neckwear, and millinery fluctuates and changes with the times.	d. Fluctuating Demand for Gloves, Belts, Neckwear, and Millinery . Mens ties . Scarves . Mens and womens belts . Mens and womens hats
. Define fine jewelry and costume or fashion jewelry and describe the distinguishing characteristics of each catagory.	e. Grades of Jewelry . Fine jewelry . Costume or fashion jewelry . Junk jewelry
. Describe the unique competition in the cosmetics industry.	f. Competition in Cosmetics . Women's . Toiletries . Men's . Brand names
. Compare the importance of handkerchiefs, umbrellas, sunglasses and wigs in today's fashion picture compared to 20 years ago.	g. Other Fashion Items . Handkerchiefs . Umbrellas . Sunglasses . Wigs
. Plan a total-look wardrobe for a teenager, a businessman, and a career woman.	h. The Total Look . The basic wardrobe . Accessories . Fashion rightness

Suggested Activities

C. Using a wall chart or copies of conversion tables, illustrate the metric system and compare size catagories in different types of apparel such as: men's pants, jackets, shirts, women's skirts.

Have class make a poster board of magazine cutouts of different kinds of intimate apparel such as: bras, pants, slips, sleepwear, robes, loungewear.

*Discuss how the lingerie industry has expanded into the fashion market through style, design, color, at-home outfits, body suits, beach wear, merging and expansion of manufacturers, brand name identification, display devices, and sales promotion events.

Assign class members to go to a local department or specialty store and list the different kinds of fabrics used in the manufacture of handbags, as well as the current styles available.

Interview a shoe store or shoe department manager. Find out who manufacturers the shoes they stock, where the shoes come from (imported or domestic) and who dictates the style trends in shoes and hosiery. An interested student might do a footwear manual.

Different students may shop the belt, neckwear, glove and millinery departments to try to determine what the current trends are for each accessory. Have them write a paragraph which they will read to the class and discuss.

Cut out magazine ads for jewelry. Have class give opinions on which jewelry goes with which type of outfits.

Assign class projects having different groups of students research different kinds of jewelry. Have groups report on their findings which should include: type of jewelry (fine, costume, gold, silver, modern, sport, etc.), design trends, popularity trends, etc. Discuss the change in men's jewelry in recent years and the reasons for the change.

Discuss leased cosmetic departments in stores, how selling is highly specialized, and the practice of cooperative advertising by the manufacturer and the store.

On the basis of past history in the industry, have the class attempt to forecast: the future importance of handkerchiefs, umbrellas, sunglasses, and wigs in tomorrow's fashion picture-20 years? -50 years? 100 years from now? The emergence of new types of accessories in the future: face masks? fans? decorative hardware? knives and swords? flowers and vegetables?

Using the basic wardrobes developed previously, cut out various accessories that can be used to dress up or dress down the wardrobe. Have class try several combinations and elicit comments. Show pictures of total-looks cut from fashion magazines. What is meant by "fashion rightness?"

FASHION SELLING

Performance Objectives	Content
	7. Fashion for Sports and Leisure a. Active Sports b. Leisure Activities
. Describe 5 positive personality traits of successful salespersons.	8. Human Relations a. Positive Sales Personality Traits
	b. Value Clarification and Self-concept
. Describe 4 different customer personality types.	c. How to Deal with Customers

Suggested Activities

C. Discuss the changing styles in sportswear and how they relate to the changing needs of the customer (ex.: the emergence of tennis as a major sport and the influence of tennis styles on summerwear. The influence of ski wear and ski jackets in particular on outerwear styles.)

Administer a personality test - (Bell Adjustment Inventory - Stanford University Press or California Test of Personality - California Test Bureau, Los Angeles, California or Self-Evaluation Test for Prospective Salesmen in "Salesmanship Fundamentals," Ernest and Ashmun, McGraw Hill Book Co. Follow with class discussion on personality. What is it? Can you define it? Have each student list their strong and weak points in two columns. Discuss how they can eliminate their weak points. Ask them to keep a record for four weeks - each week they are to concentrate on improving one aspect of their personality that they think needs changing and each day write down how they are succeeding (just a sentence or two will do.) At the end of four weeks they may write how successful or unsuccessful they believe they have been in changing the four traits, and why.

Invite a businessman, a head of the sales training program in a department store, or a sales manager to speak on "What your company expects from salespeople." Interview techniques should be reviewed, sales training programs discussed, etc. Discussion should bring out: how to treat customers by putting yourself in the customer's place, courtesy and consideration, self-confidence, liking for people and enthusiasm, cheerfulness and cooperativeness, product knowledge, promptness and reliability, responsibilities of sales personnel, sincerity, tact, honesty, poise, and self-control. Discussion should also elicit from students the value of positive work attitudes and fashion awareness.

List on the board some traits that students say they value. Discussion should enable the teacher to elicit the self-concepts students have of themselves and give the teacher direction in helping some students solve minor personality problems.

*Ask students to select a job in fashion merchandising for which they would like to prepare. Develop a list of goals with students and have them outline what personality traits and behavior patterns they need to develop to acquire the job positions.

Some customer personality types and how to deal with them are discussed in Fundamentals of Selling, South-Western Publishing Company.

Arrange with a local department store to have a "shadow day" where individual students would be assigned to follow and observe cooperating executives. Then meet in the personnel department for a discussion and question and answer session with the personnel director. Topics could be: what they did and saw, how salespeople related to their superiors and vice versa, how employees related to customers and vice-versa, and their impressions of the store image.

*Delete if covering this module in 10, rather than 20 weeks.

FASHION SELLING

Performance Objectives	Content
. Demonstrate 4 different sales techniques to use with different types of retail fashion merchandise customers.	
. Give 5 rules for good telephone techniques.	d. Telephone Techniques
. Describe 2 dress codes generally employed in selling fashion merchandise.	e. Awareness of Dress Codes
. Using voice rating scales, evaluate each other in class.	f. Quality of Voice . Pitch . Diction . Accent . Pronunciation . Tone . Grammar . Friendliness . Clarity

Suggested Activities

C. *Have an interested student research "need gratification" and report back to class. Subsequent discussion should bring out Maslow's Hierarchy of Needs as it relates to customers, Hershfeld's employee motivators of Satisfiers and Non-satisfiers, etc. What kind of selling gratifies customers' needs? Management's need? Discuss the needs to succeed, share, achieve, acquire, to be recognized, etc. How do you develop self-confidence?

Have students choose partners to prepare and present skits to the class. Each pair should demonstrate an effective way of selling a product to a different customer personality. Some types are: nervous, disagreeable, common sense, and insecure. Tape the skits, if possible. Have the class comment and make suggestions of alternatives or improvement of handling the customers.

With the class, develop a set of rules to follow for good telephone procedure. List will include: how to answer a business telephone, putting expression into your voice, show vocal appreciation of the customer's problem, put a smile in your voice (taping a sentence while smiling and not smiling is a vivid illustration of the impression you make on the person at the other end of the line), speak distinctly, be courteous, be brief, and listen to the customer.

*Have students write a telephone script for accepting mail orders or catalogue sales. Ask two students to read the script and have class evaluate and give constructive criticism. Do the same for a script involving a customer complaint.

Have someone tell a story quickly (use case problems from any text). Have students repeat what was said. How many facts can they remember? Do all students remember everything related to the problem? Tell the story the second time more slowly; and ask students to write down all the important facts as they hear them. Discuss how this relates to telephone techniques and to problem solving.

Have students interview retail personnel directors or other business people in the retail or fashion manufacturing industry as to what their policy is on dress codes. Have the working students find out if there is a written dress code in their store and report to class.

Use role-playing dialogues involving customer and salesperson or telephone selling. Use illustrative cases from textbooks. Assign students to take the parts of the parties involved and tape the dialogue. Play back the tape and have students evaluate each other. Voice rating scales also appear on page 100, Salesmanship Fundamentals, McGraw Hill Book Co.

Have students volunteer tongue twisters and challenge other students to repeat them.

*Write a sentence on the board such as, "What am I doing" with emphasis on the first word, the second, the third, the fourth. Discuss how it changes the meaning of the sentence each time.

FASHION SELLING

Performance Objectives	Content
. Describe 5 safety procedures necessary in retail selling.	g. Safety Procedures for Personnel
. Compute salary on the basis of hourly wages; salary plus commission; and draw against commission.	h. Compensation for Salespeople . Hourly wage vs. weekly salary . Salary plus commission; premium money (P.M.) . Draw against commission
. Give 2 similarities and 2 differences of wholesale selling and retail selling.	*9. Fashion Selling in Manufacturing a. Showroom Selling b. Manufacturers' Sales Representatives

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

C. Have each student list 10 overused words or phrases often repeated in selling situations such as: "just for you, " "great," "high class"; and have the class give their reactions to those words.

Have students prepare a list of "Magic Selling Words" and "Sentences that Sell" for apparel and accessories. Have them include appropriate fashion terminology. Direct them to use varied sources of information such as: actual selling situations in which they were involved, discussions with top sales people, books, tags and labels, dictionaries, and advertisements.

With the permission of the principal, have students go into different areas in the school, such as the gym, cafeteria, art class, science laboratory, school store and make a list of different things they believe to be safety hazards such as: boxes and materials that block passageways, materials left on the floor, poorly stacked shelves, unsafe ladders, protruding nails, display tacks and pins, flammable materials not properly sealed or stored, unstable tables or chairs, frayed mechanical equipment cords, cracked glass, etc. When the list is compiled have students make recommendations on how these hazards might be eliminated and hand in to the principal. Then have the students develop a set of safety rules for your classroom and the school store. Post the rules on a bulletin board in the class and inside the store.

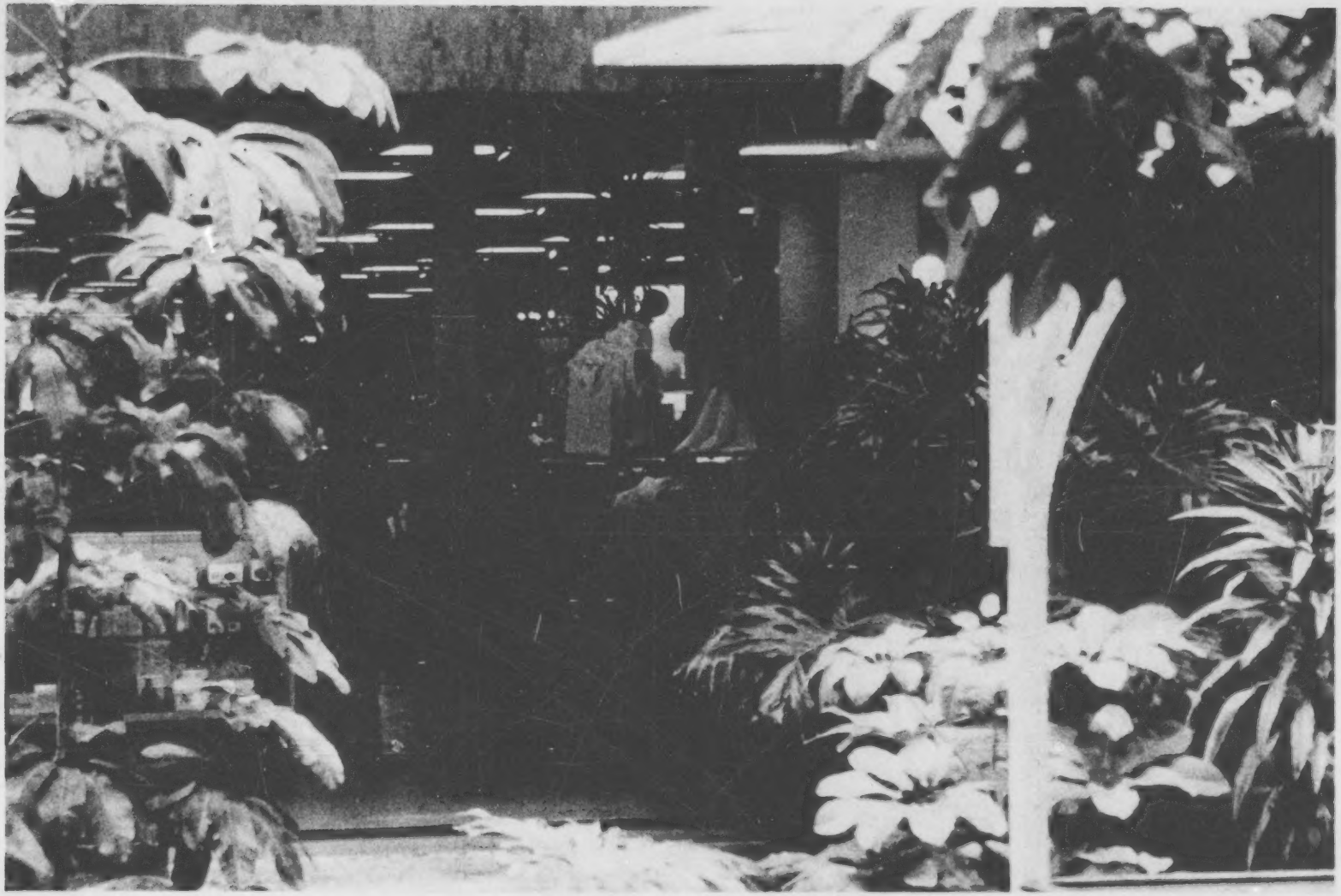
Develop case problems for employee earnings. Include: hourly rate plus overtime; salary plus commission; premium money for retail sales people; draw against commission; sales quotas, etc. Problems can be developed by teachers or use Business Math workbooks such as Merchandise Mathematics, McGraw Hill Book Co.; Merchandising Mathematics, South-western Publishing Co.

Discuss the different methods in retail and wholesale fashion selling used in compensating employees such as: hourly wage plus commissions and P.M. money as used in the fur department and higher priced fashion departments; average hourly wages and overtime paid to part-time and full-time sales people; salary plus commission or draw against commission for wholesale sales representatives.

Invite manufacturer's representatives or showroom salespersons as guest speakers. Ask them to describe their jobs, the qualifications, training, responsibilities, methods of compensation, etc. Discussion should bring out the similarities and differences of wholesale selling vs. retail selling.

*Take a field trip to the garment center in New York City. Arrange to visit a resident buying office and some manufacturers' showrooms. Or, visit an apparel factory or jobber in your area. Have students write a report on what they saw and what knowledge they gained.

*Delete if covering this module in 10, rather than 20 weeks.



Fashion promotion is evident in cooperative themes, decorations, and open access to member stores in a shopping mall.

FASHION MERCHANDISING MODULE

III. FASHION PROMOTION

III. FASHION PROMOTION

General Objectives To enable the student to:

- Know why and how the producers and sellers promote fashion.
- Select the appropriate promotions media.
- Promote a fashion image for the whole store or firm.

Performance Objectives	Content
The student will be able to:	
. Give 3 reasons why the promotion of fashion is an integral part of fashion merchandising.	A. Planning Promotions 1. Reasons for Promotion a. To Sell a Product or Service b. To Build a Store Image c. To Create Customer Loyalty and Goodwill d. To Generate Interest e. To Inform the Public
	2. How Fashion is Promoted
. Name 5 persons by job titles who would have responsibilities in planning, scheduling and/or executing sales promotions for a large department store.	a. By Retailer . Organization for sales promotion . Responsibilities for planning, scheduling and executing
. Flowchart a promotional activity from the planning stage to the execution stage.	
. Plan and present a fashion sales promotion campaign.	

Suggested Activities

A. Explain how fashion promotion activities, such as advertising, display publicity, fashion shows and special events are vital communication links with the public. Discuss how they show the customer what is happening or being offered for sale, and project the store's image. Imagine what would happen if there were no communication with the customer other than through sales people. Discussion should bring out the principles of good communication, the relationship of promotion to dollar sales, the free enterprise system and competition, and the reasons why promotion is important.

*Using a collection of store advertisements, illustrate how the fashion store projects its image. Compare the ads of a high fashion store, a popular priced store and a discount store and discuss how customers' impressions of what a store stands for is reinforced by what it promotes.

*Using an organization chart of a typical department store on overhead projector or duplicated copies, show how the sales promotion divisions(s) interact with the other major divisions of the store.

Break up class into small teams for a contest in writing the most fashion merchandising job titles. Lists will include: advertising manager, store manager, merchandise manager, display manager, fashion coordinator, department manager, buyers, sales people, special events coordinator, advertising copywriters, artists, display person, public relations director, etc.

*On slips of paper write different specific promotional activities such as: a back-to-school ad, a bridal show, a spring fashion show, a school art show sponsored by a store, a teen board meeting, a holiday display window, a new fashion boutique department, etc. Divide the class into groups and give each group one activity to plan, schedule and execute. Let each group read their reports and discuss.

*Ask a local store if your class can help to plan a specific fashion promotion campaign for them. Have class select a sales promotion coordinator. He or she will assign committees to work on different aspects of the campaign such as: advertising (how long, which media, cost breakdown, suggested layouts and copy, etc.), public relations and publicity (community involvement events, class or DECA involvement).

*Delete if covering this module in 10, rather than 20 weeks.

Performance Objectives	Content
. Identify 3 ways in which manufacturers aid retailers in promoting fashion merchandise.	b. By Manufacturer . Cooperative advertising . Promotional displays . Trade publications . Trade shows . Manufacturers' showings
. List 5 types of advertising media used by fashion retailers to promote sales.	3. Selecting Promotional Media a. Advertising . Newspapers and magazines . Radio and TV . Direct mail . Catalogues and trade publications . Stuffers and flyers

Suggested Activities

A. fashion shows, etc.), display (draw and/or describe window and in-store displays for the campaign). Submit the campaign, including a budget, to the store. This type of activity can also be used in planning school fundraising campaigns, promoting fashion merchandise in the school store, etc.

Prepare and execute a fashion sales promotion campaign. Develop a written manual that includes the campaign objectives, budget, an overall description and specific examples of advertising, display, special promotions. Have students make oral presentations describing and illustrating the campaign. Use audio-visual aids in the presentation as well as an accompanying working manual for the campaign.

*Invite an apparel manufacturer's sales promotion manager to speak in class on how the firm promotes sales and aids the retailer in promoting its merchandise.

*Have students cut out manufacturers' advertisements from Women's Wear Daily, Daily News Record, "W" Magazine, Clothes Magazine, Stores Magazine and assorted consumer fashion magazines. Prepare a poster board or scrapbook of advertisements and discuss how different ads are aimed at different buying markets such as retail store buyers, consumers (women, men, teenagers, etc.)

*Plan a field trip to a fashion trade show in your area. (Store owners or fashion buyers will be able to inform you where and when there will be one).

*Have students contact the person in a department store or a fashion apparel shop who is responsible for advertising planning. Request from him/her the total dollar fashion advertising budget, its percentage of the total budget expended in each type of advertising media, and construct a pie chart. Through class discussions, try to determine why the percentages are distributed as they are, or ask the person contacted to explain to class.

Some students may cut out a fashion illustration and write some copy for it directed to the retail customer.

*Other students may create a thirty-second radio commercial for a retail fashion store. Tape the ad. Play back and have class rate the commercial according to the following criteria: originality, 20 points; copy composition, 30 points; selling power, 25 points; execution, 25 points.

Another student project: compose a flyer for a sale of fashion merchandise in the school store (a special on school T-shirts or jackets could be used). Lay out the ad, using a drawn illustration so that the ad may be duplicated on the ditto machine.

*Delete if covering this module in 10, rather than 20 weeks.

FASHION PROMOTION

Performance Objectives	Content
. Relate the role of fashion merchandise display to the total store image.	b. Display . Window . Interior . Point-of-purchase
*. Describe the relationship of good public relations and publicity to promoting customer goodwill.	*c. Publicity and Public Relations
*. Plan and present a fashion show.	d. Fashion Shows
*. Explain how trunk shows and special events help to build customer goodwill and motivate customers to buy.	*e. Trunk Shows *f. Special Events

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

A. Discuss the advantages and disadvantages of various advertising media used by retailers. Why is newspaper advertising the best type of media for retail advertisers?

*Select a store which is familiar to all the students. Invite the display manager to visit the class and speak on "The Total Store as a Display."

Have individual students create displays for the school store or construct displays or dioramas using rules from the DECA Competitive Events for Display Construction or Display Diorama Contests. Have the class evaluate the displays, using the criteria provided. (See Appendix)

Create a point-of-purchase fashion accessory display near the cash register in the school store. Keep a record of one week's sales of the item and compare the dollar volume to a comparable period when the item was not displayed at this location.

*Have class cut out articles from daily newspaper, WWD, and local weeklies relating to retail stores. How many were direct results of sales promotion activities by the store designed to elicit publicity? Which ones were community related?

*Have students write a press release for a fashion promotion following format for publicity releases as outlined in the DECA Handbook.

*With the cooperation of a local retailer, plan and execute a fashion show in your school. Assign a fashion show committee to help the store plan the show, select a theme, write the commentary, and select models. Involve the whole class- those who are not modeling can construct sets, help with audio equipment, select or produce background music, direct the production, write the programs, analyze equipment and budgetary needs. Have other students photograph the models and the show itself and prepare an exhibit for the class.

*Take a field trip to a store to witness a trunk show. Have students write reports on what they saw. Reports should include: What manufacturer was represented? Was a famous designer present? What type of merchandise was shown? Would it motivate you to purchase the merchandise?

Selected students may attend special fashion shows, i.e., at a women's club luncheon, at a puppet show in a children's wear department, at the art gallery. The students should report to the class to promote a discussion on whether such special events provide more sales profits than they cost to produce.

*Have students develop specialized cards to send to the charge customers for a local store involving season openings, special sales, special events or reminder cards.

*Delete if covering this module in 10, rather than 20 weeks.

FASHION PROMOTION

Performance Objectives	Content
. List 3 responsibilities of the fashion coordinator.	B. Store Fashion Coordination 1. Projecting A Total Store Look a. Coordinating Fashion Promotion Activities
*. Describe 3 sources of support for fashion promotion.	*b. Supporting Promotional Services . Sales promotion agencies . Fashion and marketing consultants . Fashion publications . Trade associations . Resident buying office services
. Write a brief essay explaining the relationship of sales promotional activities to store sales and/or profit.	2. Responsibility for Sales Promotional Activities

*Delete if covering this module in 10, rather than 20 weeks.

Suggested Activities

B. Have students interview fashion coordinators of large department stores. Ask them to explain their duties and responsibilities. The interview should bring out how fashion coordination involves all the departments in the store and how fashion rightness and fashion promotion extends to color and design in home furnishings (furniture, decorative accessories, bath merchandise, fabric and linen.) Coordinative responsibilities might include: selecting fashion merchandise for displays, coordinating fashion colors throughout the store, scheduling store events, conferring with the advertising department and department managers on store promotions, making sure that sales people are aware of different promotions, and arrangement of fashion merchandise within the store.

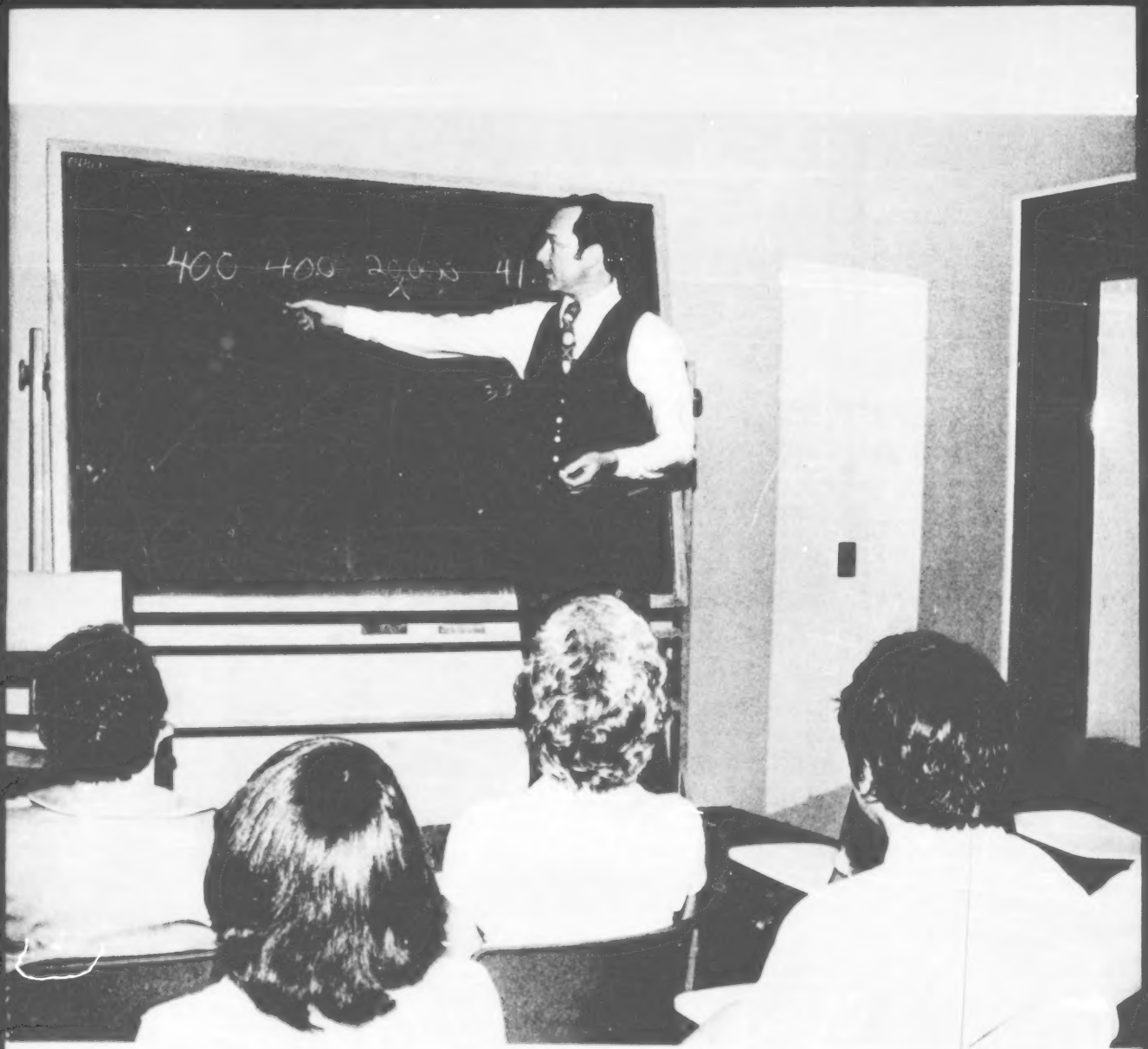
*Assign different students to look up specific kinds of promotional service organizations and the services they provide, and report back to the class.

*Use the sample DECA competency-based competitive event shown in the Appendix to reinforce knowledge of merchandise, sales, and customer relations.

Using case problems, conduct a discussion concerning the responsibilities for sales promotion activities at different levels:

- Top management formulates objectives and policies
- Merchandising division administers merchandise and profit plans
- Sales promotion division coordinates and executes the above policies, objectives, and plans
- Salespersons provide customer service and information

*Delete if covering this module in 10, rather than 20 weeks.



Inservice education continues for fashion merchandising career employees.

Tweed Split
Dirndl Skirt

IV. CAREER OPPORTUNITIES IN FASHION MERCHANDISING

General Objectives To enable the student to:

- Make informal choices of fashion careers in manufacturing, merchandising, and satelite businesses serving the industry.
- Take advantage of advanced education programs in merchandising, marketing, and design.

Performance Objectives	Content
The student will be able to:	
. Describe 3 entry-level and 3 advanced career positions in merchandising for retail stores.	A. Positions in Retail Stores 1. Merchandising Jobs
. Give 2 duties for each of 5 retail store operations jobs.	2. Store Operations Jobs

IV. CAREER OPPORTUNITIES IN FASHION MERCHANDISING

Suggested Activities

A. Duplicate the following lists of entry-level and advanced career jobs in retail stores and give them to the class. After they study the job titles, have the students turn over the lists and see how many job titles they can recall.

1. Merchandising Jobs

a. Entry-Level Positions
- . Salesperson
- . Flying squad member
- . Stock person
- . Merchandise office clerk

b. Advanced Career Positions
- . Comparison shopper
- . Executive trainee
- . Assistant buyer
- . Associate buyer
- . Buyer
- . Bridal consultant
- . Display manager
- . Branch manager
- . Store manager
- . Independent shop owner
- . Division manager
- . General manager

Have interested students explore the functions of selected jobs by interviewing persons working at those jobs, by using the library, by finding the position in the Dictionary of Occupational Titles. Then they could write a paper and/or report to the class.

2. Store Operation Jobs

a. Entry-Level Positions
- . Receiving clerk
- . Warehouse clerk
- . Checker
- . Marker or ticketer
- . Service person - adjustment, returns
- . Inventory clerk
- . Security guard

b. Advanced Career Positions
- . Store superintendent
- . Service manager
- . Receiving supervisor
- . Store detective
- . Transportation manager

CAREER OPPORTUNITIES IN FASHION MERCHANDISING

Performance Objectives	Content
. List 3 beginning and 3 advanced sales promotion jobs and describe 2 functions of each job.	3. Promotion and Communications Jobs
. Describe 2 responsibilities of 5 credit and control jobs.	4. Credit and Control Jobs
. Name 5 jobs usually found in the personnel office a a large department store.	5. Personnel Jobs

Suggested Activities

A. Arrange with the personnel division of a large department store for a complete tour by your students, with emphasis upon behind-the-scenes operations. Conduct a job observation and career discussion afterwards.

3. Promotion and Communications Jobs

a. Entry-Level Positions
- . Assistant copywriter
- . Advertising artist
- . Display person
- . Fashion model
- . Publicity assistant

b. Advanced Career Positions
- . Fashion coordinator
- . Special events director
- . Advertising manager
- . Sales promotions director
- . Fashion announcer
- . Display manager

Have members of the class circle the fashion merchandising jobs advertised in the help-wanted columns of a local newspaper. Then have them distinguish between the entry-level and the advanced career positions. Describe at least one specialized function performed in each position; then analyze the personal qualifications, education, training, and experience necessary to prepare for employment in each of the positions described.

4. Credit and Control Jobs

a. Entry-Level Positions
- . Credit clerk
- . Office clerk
- . Account clerk
- . Key punch operator
- . Peripheral machine operator
- . Recordkeeper

b. Advanced Career Positions
- . Full-charge bookkeeper
- . Accountant
- . Computer programmer
- . Systems analyst
- . Treasurer
- . Comptroller
- . Planning director

The students should now be ready to write papers on how they would prepare for careers of their choice in Fashion Merchandising. Topics should cover:
- . Desirable personal qualifications
- . Necessary education
- . Possible career ladders available

5. Personnel Jobs

a. Entry-Level Positions
- . Personnel clerk
- . Typist
- . Stenographer
- . Research assistant

b. Advanced Career Positions
- . Interviewer
- . Training director
- . Employee relations officer
- . Personnel manager

A career manual based on the student's interest may be prepared that would include requirements for the selected career, personality characteristics, education requirements, job availability, opportunities for advancement, on-the-job training, job description, techniques, practices, pay scales, etc.

CAREER OPPORTUNITIES IN FASHION MERCHANDISING

Performance Objectives	Content
	B. Positions in Manufacturing
. Select 3 entry-level production jobs and describe 3 advanced career positions into which one can be promoted.	1. Production Jobs
. Describe 5 sales careers available to the high school graduate.	2. Sales Jobs
	C. Positions in Ancillary Services
. Define 3 functions of a resident buyer.	1. Resident Buying Office Jobs
. Describe 5 advanced sales promotion careers for which one can prepare through inservice training.	2. Sales Promotion Service Jobs

Suggested Activities

B. Positions in Manufacturing

1. Production Jobs

a. Entry-Level Positions
- Dock worker
- Warehouse worker
- Inventory clerk
- Sewing machine operator
- Knitter
- Dyer
- Weaver
- Picker
- Wrapper

b. Advanced Career Positions
- Textile designer
- Fashion stylist
- Patternmaker
- Cutter
- Fabric converter
- Production manager
- Shipping clerk
- Receiving clerk
- Warehouse manager
- Machine repairman

2. Sales Jobs

a. Entry-Level Positions
- Salesclerk
- Telephone salesperson
- Canvasser

b. Advanced Career Positions
- Manufacturer's representative
- Jobber
- Wholesale distributor
- Sales manager
- Sales promotions manager

C. Positions in Aucillary Services

1. Resident Buying Office Jobs

a. Entry-Level Positions
- Advertising clerk
- Receptionist
- Bookkeeper
- Secretary

b. Advanced Career Positions
- Assistant buyer
- Associate buyer
- Resident buyer
- Division manager

2. Sales Promotion Service Jobs

a. Entry-Level Positions
- Fashion agency clerk
- Fashion sketcher
- Display assistant
- Junior copywriter
- Messenger
- Research interviewer

b. Advanced Career Positions
- Display designer
- Display builder
- Fashion publicist
- Layout specialist
- Fashion copywriter
- Fashion reporter
- Fashion photographer
- Fashion editor
- Fashion publisher
- Fashion show coordinator
- Trade show coordinator
- Direct mail specialist
- Labor relations consultant
- Home sewing consultant
- Fashion account executive

CAREER OPPORTUNITIES IN FASHION MERCHANDISING

Performance Objectives	Content
	D. College Fashion Merchandising Programs in New York State. 1. One-and Two-Year Programs
. Give the name and location of 5 junior colleges in New York State which have programs in Fashion Merchandising.	
. List 3 New York State Colleges offering a bachelor's degree in Fashion Merchandising.	2. Four-Year Colleges and Universities

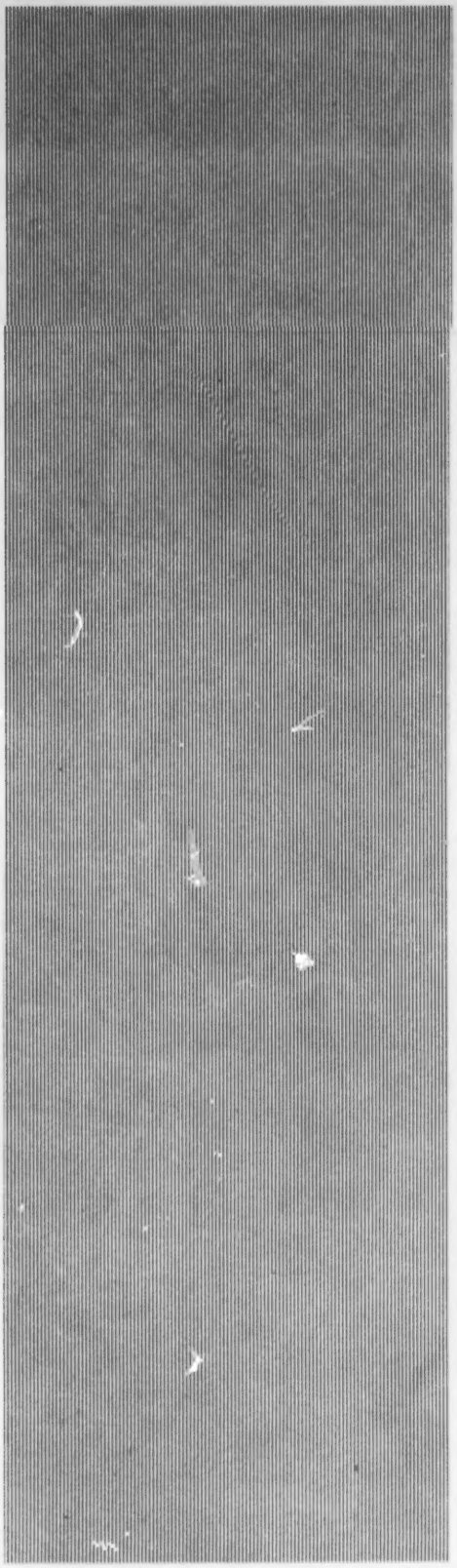
Suggested Activities

D. College Fashion Merchandising Programs in New York State.

1. One- and Two-Year Programs
   - Fashion Institute of Technology (SUNY), New York City
   - Farmingdale Ag.-Tech. College (SUNY), Long Island
   - Laboratory Insitute of Merchandising, New York City
   - Tobe Coburn, New York City
   - Traphagen School of Fashion, New York City
   - Barbizon School, New York City
   - French Fashion Academy, New York City
   - Berkley-Claremont School, Hicksville, Long Island
   - Taylor Business School, Hempstead, Long Island
   - Adelphi Business School, Hempstead, Long Island

2. Four-Year College Programs
   - Syracuse University, Syracuse, New York
   - New York University, New York City
   - Parson's School of Design, New York City
   - Pratt Institute, New York City
   - Fashion Institute of Technology (SUNY), New York City

CATALOG SALES



APPENDIX

DETAILS OF FASHION

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NOTE: *Collegiate Edition

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1. Are You Selling To Today's Customers?	78
2. Electronic Data Processing For Retailers	28
3. Merchandise Pricing	1.24
4. Profitable Buying For Small Retailers	3
5. Understanding Why They Buy	73

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IDECC: Interstate D.E. Curriculum Consortium, The Ohio State University.

_____ *Internship Program Workbook.* Flower Lane Publishing Company.

Krieger, Murray. *Practical Problems in Retail Merchandising.* Flower Lane Publishing Company.

4.01 Apparel and Accessories

Daily News Record
Fairchild Publications, Inc.
7 East 12th Street
New York, New York 10003
Daily, $38 per year

Footwear News
Fairchild Publications, Inc.
7 East 12th Street
New York, New York 10003
Weekly, $15 per year

Fur Age Weekly
127 West 30th Street
New York, New York 10001
Weekly, $10 per year

Jewelers' Circular -- Keystone
Chilton Way
Radnor, Pennsylvania 19089
Monthly, $8 per year

Men's Wear
Fairchild Publications, Inc.
7 East 12th Street
New York, New York 10003
Bi-weekly, $12 per year

National Jeweler
Gralla Publications
1515 Broadway
New York, New York 10036
Monthly, $15 per year

Women's Wear Daily
Fairchild Publications, Inc.
7 East 12th Street
New York, New York 10003
Once weekly, $18 per year
(selected day)
Daily, $48 per year

4.08 General Merchandising

Chain Store Age
Lebhar-Friedman Publications, Inc.
425 Park Avenue
New York, New York 10022
Monthly, $7 per year

Retail Directions
48 E. 43rd Street
New York, New York 10017
Weekly, $7.50 per year

Specialty Salesman
Yale Katz, Publisher
307 N. Michigan Avenue
Chicago, Illinois 60601
Monthly, $7 per year

Stores
100 West 31st Street
New York, New York 10001
Monthly, $10 per year

MAJOR TRADE AND TRADE SERVICE ASSOCIATIONS

American Apparel Manufacturers Association, 2000 K Street, NW, Washington, D.C. 20006.

American Cloak and Suit Manufacturers Association, 347 Fifth Avenue, New York City 10001.

American Footwear Manufacturers Association, 342 Madison Avenue, New York City 10017.

American Textile Manufacturers Institute, Inc., Charlotte, North Carolina 28202.

Boy's and Young Men's Apparel Manufacturers Association, 10 West 33 Street, New York City 10001.

Cotton Incorporated, 350 Fifth Avenue, New York City 10001.

Eleanor Lambert, Inc., 32 East 57 Street, New York City 10022.

The Fashion Group, 9 Rockefeller Plaza, New York City 10020.

Fur Information and Fashion Council, 101 West 30 Street, N.Y.C. 10001.

International Association of Clothing Designers, 12 South 12 Street, Philadelphia, PA 19107.

International Silk Association USA, 299 Madison Avenue, New York City 10020.

Jewelry Industry Council, 608 Fifth Avenue, New York City 10020.

Lingerie Manufacturers Association, 41 East 42 Street, New York City 10016.

Mass Merchandising Association, Inc., 100 Merrick Rd., Rockville Center, N.Y. 11570.

Men's Fashion Guild, 353 Fifth Avenue, New York City 10019.

Men's Wear Retailers of America, 1290 Avenue of the Americas, N.Y.C. 10019.

National Association of Display Industries, 120 East 29 Street, N.Y.C. 10016.

National Association of Glove Manufacturers, Gloversville, NY 12078.

National Association of Men's Sportswear Buyers, 185 Madison Avenue, New York City 10016.

National Association of Women's Clothing Salesmen, Hotel Statler Hilton West 34 Street, New York City 10001.

National Cotton Council, 1918 Parkway, Memphis, Tenn.

National Dress Manufacturers Association, 570 Fifth Avenue, N.Y.C. 10018.

National Handbag Association, 347 Fifth Avenue, New York City 10001.

National Knitwear Manufacturers Institute, 350 Fifth Avenue, N.Y.C. 10001.

National Millinery Planning Board, 10 East 40 Street, New York City 10016.

National Retail Merchants Association (NRMA), 100 West 31 Street, New York City 10001.

National Shoe Retailers Association, 200 Madison Avenue, N.Y.C. 10016.

New York Couture Business Council, 141 West 41 Street, New York City 10036.

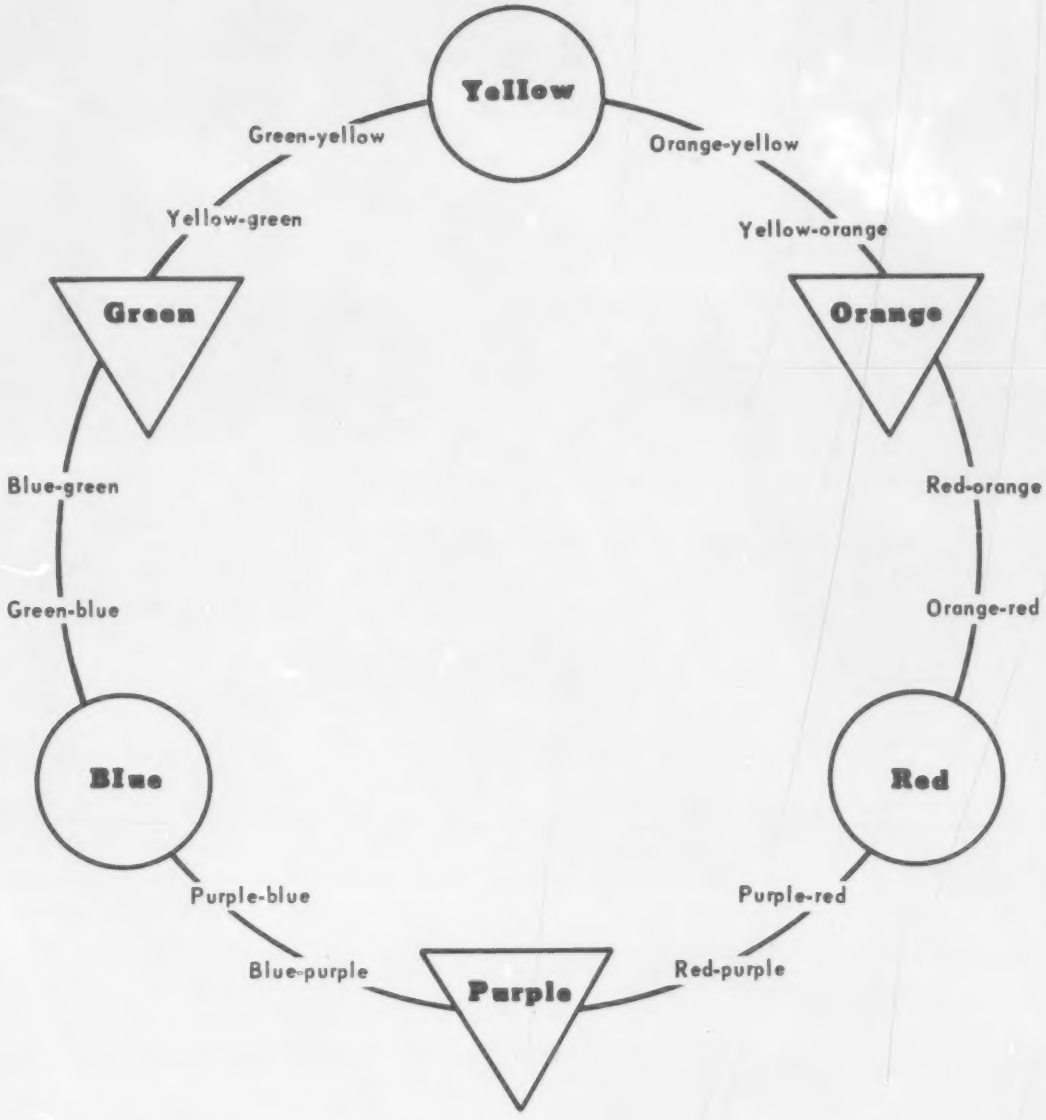
Retail News Bureau, 200 Madison Avenue, N.Y.C. 10016.

Sales and Marketing Executives International (SMEI), 122 East 42 Street, New York City 10016.

Textile Distributors Association, 1040 Avenue of the Americas, N.Y.C. 10018.

Tobe Associates, Inc., 11 West 42 Street, New York City 10036.

Wool Bureau, Inc., 386 Lexington Avenue, New York City 10017.



Primary, Secondary, and Tertiary Colors

○ = Primary color

▽ = Secondary color

All other colors shown are tertiary. In the names of the tertiary colors, the second color is the dominant one.

MANMADE FIBERS

Generic Name Trade Name	Characteristics	Some Typical Uses
acetate Arnel Celanese Chromspun	Crisp, resistant to moths and mildew, good draping qualities	Women's wear, in blends with other man-made fibers
acrylic Acrilan Orlon	Warm, dimensionally stable, has high bulk	Fur-like pile fabrics, blankets, carpets, sweaters
glass Fiberglass	Fireproof and wrinkle-resistant	Draperies, curtains, electrical insulators
metallic Lurex	Has metallic glitter and sheen	Decorative addition to fabrics
modacrylic Dynel Verel	Resistant to chemicals, moths, and mildew, quick-drying	Deep pile, fleece, fur-like fabrics, in blended fabrics for apparel
nylon Caprolan Dupont	Strong, elastic, and abrasion-resistant	Hosiery, lingerie, carpets, upholstery, also in blends
polyester Dacron Kodel	Very resilient, wrinkle-resistant, retains crease	Wash-and-wear, curtains, knits, in blends for suits and slacks
rayon Bemberg Coloray Cordura	Versatile, very absorbent, easily dyed, has good creping qualities	Women's, men's, and children's wear, carpets, upholstery, draperies
rubber Latex	Has good stretch and recovery	Foundation garments, swimwear, waistbands
saran Ravana Saran	Resistant to water, moths, mildew, and weather, tough but flexible	Auto seat covers, insect screening, awnings, luggage, draperies
spandex Fiber K Vyrene	Elastic, abrasion-resistant, impervious to body acids	Foundation garments, swimwear
vinyl Vinylon	Resistant to chemicals, heat, and fungi	Raincoats, umbrellas, surgical threads, gloves

SAMPLE DECA COMPETENCY-BASED COMPETITIVE EVENT

OCCUPATIONAL CATEGORY: Apparel and Accessories

INSTRUCTIONAL AREA: Product and Service Technology

COMPETENCIES TO BE TESTED

Knowledge of the current fashion and of new trends

Knowledge of the sources of merchandise information such as the merchandise itself, hang tags and labels, leaflets, box covers, and price tags.

Ability to translate merchandise label information into selling points

Skill in expressing customer benefits that accompany merchandise selling points.

Attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.

A belief that adequate merchandise information will help increase sales and promote better customer relations.

BRIEF DESCRIPTION OF EVENT

The participant will be given a case study in which he/she will be asked to assist the store "Fashion Coordinator" in preparing for an upcoming fashion show. He/she will select one coordinated outfit and appropriate accessories from a rack and/or table of merchandise and prepare merchandise information card(s). He/she will then make a brief oral presentation to the "Fashion Coordinator" explaining and describing his/her choice of outfit and accessories, using the merchandise information obtained from the hang tags, etc. Evaluation will be based on the accuracy of the merchandise information, selling points, and customer benefits as well as enthusiasm demonstrated in the oral presentation to the "Fashion Coordinator."

STUDENT INSTRUCTION SHEET

PROCEDURES

You will be given thirty (30) minutes in which you will study a case problem, select one (1) coordinated outfit and appropriate accessories, and prepare your presentation to the Fashion Coordinator.

You will be given merchandise from which you may choose the one (1) coordinated outfit and appropriate accessories. Merchandise information cards are provided for use in recording descriptions of the outfit. You will be given ten (10) minutes to make your presentation to the Fashion Coordinator. Use the information recorded on your cards and include the reason for your selection of the merchandise.

After your presentation, give your merchandise information card(s) to the Fashion Coordinator. You will be evaluated on the accuracy in recording your merchandise information, your selection of a coordinated outfit, and how well you develop customer benefits and selling points.

CASE STUDY

You have just received this message from the Fashion Coordinator at your store:

MEMO TO: *You, A Distributive Education Student*

FROM: *Barb Jones, Fashion Coordinator*

Because I know you are interested in a career in the apparel industry, I am asking for your help in our upcoming fashion show. Please select from your department, one (1) coordinated outfit and appropriate accessories that you feel are the most exciting, salable, and wearable for the upcoming season. Since our time is limited, I would also like you to give me card(s) with all the basic merchandise information, selling points, and customer benefits you feel should be stressed.

I will stop in to see you and your selection in thirty (30) minutes.

Thank you!

You will coordinate the outfit and complete corresponding cards as provided for you on the table. The Fashion Coordinator (judge) will come into your work area after thirty (30) minutes. You should greet him/her appropriately and make no more than a ten (10) minute oral and visual presentation of your selections and reasons for your choices. Show your selected merchandise as it will be worn. Remember, you will be evaluated on the accuracy in recording your merchandise information, your selection of a coordinated outfit, and how well you develop customer benefits and selling points.

After the presentation, the judge will collect your card(s) and merchandise.

(DO NOT REMOVE THESE INSTRUCTIONS FROM AREA)

MERCHANDISE INFORMATION CARD

Department: _____

Description of Coordinated Outfit: _____

_____

_____

_____

_____

Colors: _____

_____

Fabric: _____

_____

Care Instructions: _____

_____

_____

Description of Accessories: _____

_____

_____

Comments: _____

_____

_____

_____

_____

STAFF INSTRUCTION SHEET

ADMINISTRATIVE SUGGESTIONS (Time, space needed, etc.)

1. Allow five (5) minutes for briefing participants.

2. Allow thirty (30) minutes for participants to select merchandise, prepare product information cards, and prepare presentation.

3. Allow ten (10) minutes for participant to make presentation.

FACILITIES, EQUIPMENT, AND/OR MATERIALS NEEDED

1. Several racks of apparel appropriate to a selection found in one department of a store. There should be a good mix of staples, slow sellers, fads and, if possible, hign fashion apparel. Accessories should be grouped together on a table, rack, or other convenient location.

2. Merchandise information cards, student instruction sheet, case study, judge's instruction sheet, and judge's rating sheet.

3. Racks on which to hang selected merchandise in preparation and presentation areas.

4. Tables for students to use in preparation and presentation areas.

5. Evaluation sheets for judges.

6. Calculators for totaling scores.

7. Staplers, staples, clipboards, pencils, and pens.

PERSONNEL NEEDED

Selection of a buyer for a judge may result in procurement of an appropriate selection of clothes. Each judge should read the case study in advance and review the evaluation sheet and procedures. The judge is to act as the "Fashion Coordinator" for each participant.

Depending on the number of participants, proctors might be used to oversee participants during the thirty (30) minute preparation period and to return clothes to the rack after each event.

Depending on the type of merchandise, a store "name" and brief description of type of store should be given to participants.

ADVANCE DIRECTIONS FOR PARTICIPANTS

Dress fashionably and appropriately for a retail store setting.

MINIMUM LEVEL: 80

Method of Breaking a Tie: In case of a tie, rank the selections of the rating sheet in order of importance: Part I, Part II, and Part III.

JUDGE'S INSTRUCTION SHEET

DIRECTIONS/PROCEDURES/JUDGE'S ROLE

Each participant has been given thirty (30) minutes to read a case study, select one (1) coordinated outfit and accessories from merchandise provided, study the items and make notes on cards provided, and prepare an oral presentation of ten (10) minutes.

You as the judge are to assume the role of fashion coordinator. After the participant's presentation, you are to evaluate his/her ability to select an appropriate outfit and accessories, accuracy in recording product information, and ability to present accurate merchandise information and provide customer benefits.

The proctor will oversee the participants in the preparation area and after each presentation return the merchandise to the rack or table.

JUDGE'S RATING SHEET

EVALUATION CRITERIA	USE CHECK MARK ONLY			
I. SELECTION OF COORDINATED OUTFIT (45)	EXCELLENT	GOOD	AVERAGE	POOR
1. All selections reflect current fashion	9___	7___	4___	1___
2. Outfit color harmonized	9___	7___	4___	1___
3. Outfit style coordinated	9___	7___	4___	1___
4. Selected merchandise appropriate to department or store image	9___	7___	4___	1___
5. Identified most recent trends	9___	7___	4___	1___
			SUBTOTAL	_____
II. RECORDING INFORMATION (15)	YES	NO		
1. Accurately recorded information as requested for outfit	5___	0___		
2. Used all merchandise information from hangtags, labels, and merchandise itself	5___	0___		
3. Accurately described outfit	5___	0___		
			SUBTOTAL	_____
III. DEVELOPMENT OF CUSTOMER BENEFITS, SELLING POINTS AND ATTITUDE (40)	EXCELLENT	GOOD	AVERAGE	POOR
1. Accurately translated merchandise information into selling points for each item	8___	6___	3___	1___
2. Provided customer benefits for each item	8___	6___	3___	1___
3. Displayed poise and self confidence in selections	8___	6___	3___	1___
4. Gave valid reason for selection of outfit	8___	6___	3___	1___
5. Displayed enthusiasm and personal interest for upcoming fashion show	8___	6___	3___	1___
			SUBTOTAL	_____
			TOTAL POINTS	_____